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ABSTRACT

Twenty-four model units are presented to help elementary and secondary students learn about the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law. The first major section contains eight elementary level units and a bibliography of textbooks and articles upon which some of the units' activities are based. Content includes lawmaking, the roles of police, juvenile law, court procedures, and planning laws for the future. Within each unit are numerous activities with clearly identified objectives. Most of the activities involve students in creative writing, role playing, discussion of personal opinions, and interaction with community lawmakers and law enforcement personnel. The second major section contains 16 secondary-level units and a bibliography with content covering the Constitution and Bill of Rights, individual freedom, consumer law, crime, torts, courts, and the penal system and parole procedures. Each unit contains activities related to specific objectives. For example, in the unit about crime, one activity is designed specifically to help students understand that there are many alternative solutions to the crime problem. Students role play characters including prison directors, police officers, judges, Senate Committee members, citizens favoring victim compensation, and educators. Each group prepares a position statement suggesting social and economic reforms in the area of crime, and then the groups debate. (AW)

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LAW-FOCUSED CURRICULUM GUIDE
Grades 3 through 12

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OKLAHOMA STATE DEPARTMENT OF EDUCATION
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1976

FOREWORD

Most relationships among individuals in our society today are governed to some extent by the existing jurisprudence system. The material in this guide is to acquaint students with the functions and procedures of the criminal justice system and an individual's rights and responsibilities under the law.

It is essential that the students in the public schools of Oklahoma be given the basic skills and understandings necessary which will enable them to deal objectively with legal questions which they are faced with daily.

While much attention has been directed in the past to various aspects of the curricula of the Oklahoma schools, statistics indicate that less than one percent of the school population is exposed to systematic curricula in law-related studies.

A law-focused curriculum of this nature will help us to continue to meet the total needs of the individual so that he can become a more effective citizen in our American society.

It is my hope that this booklet will provide a framework for teachers in developing a law-focused curriculum in their school.

Leslie Fisher
State Superintendent

INTRODUCTION

Law affects each of us and touches our individual lives to a much greater extent than most of us realize. Civil and criminal laws affect the relationships which we have with other individuals, with business, with our government, and with foreign governments. Interpretations of the law made by Judges relate directly to such things as school integration, the contents of novels or newspapers which we read daily, taxes which we pay, the disposition of the speeding ticket we receive on the way to work, whether women are treated equally with men, whether we are able to begin the school day by reciting a prayer, and even whether the President of the United States of America has violated the law and must allow the inspection of his personal records and be impeached and removed from office.

What is law? Is criminal law different from civil law? Where does the law come from and how did we obtain it? Who writes the laws and who interprets the meaning and application of the laws? Who is entitled to the benefits of these laws? How does the average person utilize the judicial system to enforce a law or protect his rights under the law? How does a person find out exactly what the law is in regard to a certain question? How many different kinds of courts are there and how are they different? When does a jury decide a case? How are jurors selected to hear a case?

Even though law serves as the first foundation block on which our country is built, there is much confusion and lack of knowledge on behalf of the general public concerning our legal system of justice. Until now we have failed to teach children the all-important aspects of this magnificent system of justice which is unique to our country. Consequently, the average adult citizen today has very little understanding of and appreciation for the law, the courts, and the important functions which they serve. This can be corrected by law focused education. This law focused curriculum will help provide the basis on which to build and will help pave the way for this all-important learning endeavor.

The Oklahoma Bar Association is comprised of all of the attorneys in the State of Oklahoma. Each of Oklahoma's seventy-seven counties has its own County Bar Association which is part of the O.B.A. Because attorneys are an integral part of our system of justice, the Bar Association and individual attorneys at the local level are anxious to assist in any way possible to further explain or demonstrate the principles of law contained in this law focused curriculum. Individual attorneys or Judges will appear in the classroom to discuss topics of law contained in this curriculum upon the request by the teacher or school administrator. For further information contact the Public Information Director, Oklahoma Bar Center, P.O. Box 53036, 1901 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105, or your local Bar Association.

Bill V. Wilkinson, Chairman
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The development of the Law-Focused Curriculum Guide for use by teachers in public schools of Oklahoma represents the cooperative efforts of many individuals. The guide is a product of the 1975 summer Law-Focused Curriculum Workshop. It is our hope that these materials will be field tested and eventually revised for publication.

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INTRODUCTION

The following units are to be used on the elementary level, but could also be used on the secondary level. It is hoped that these model units will serve as a springboard for each teacher in developing their own law-focused curriculum.

UNIT I

LAWMAKING

Objective:

To illustrate that education can help citizens make better laws.

Activities:

Read "The Trial of Martha Carter"[1] to the students and discuss the following: What law was she accused of breaking? What would happen if a person were accused of being a witch today? Why do you think her children testified against her? Also read "The Trial of Goodwife Corey"[2] to the students and discuss the following: Would you like to be tried by a jury in Goodwife Corey's time? Why? Why do we have laws in our country that say everyone must go to school? Do people today think these are fair?

Objective:

To illustrate that good laws provide for fair punishments.

Activities:

1. Read "The Execution of George Burroughs"[3] and discuss. Although the people were satisfied that Burroughs was guilty, is it possible that he was innocent? Why? Did the punishment laws of Salem leave room for people to correct mistakes? Why?
2. Bulletin board "You've Been Arrested," pp. 13-17. Make cartoon drawings of rights being violated; then give each student a copy of the Bill of Rights. Dividing the class into groups of six to eight students, allow each group to decide which amendment pertains to each cartoon. Beginning with first cartoon, have the group state the amendment it chose. If groups don't agree, allow them to discuss reasons for their choices. When groups agree, label each cartoon with amendment number.

Material:

Show film, "The Bill of Rights," **Encyclopedia Britannica.**

Objective:

To help students appreciate the difficulty of writing fair and just laws and punishments.

Activities:

Read "Trial on the Moon"[4] or tell of an imaginary situation where five boys are by accident stranded on the moon. They realize that, if they are to survive, they must make some rules to follow. Have students suggest rules they think are necessary and list them on the board. Let students vote to decide which rules would be the most important and erase the others. Then direct brief class discussion on punishment. Dividing class into four groups, have them decide and state punishment they recommend for violation of each rule. When groups agree, list punishments beside each law. (A division of ideas is definitely healthy.)

Materials:

Show film, "Why We Have Laws," Learning Corporation of America.

Objective:

To help students discover their basic rights under the Constitution and to see how these rights are linked to ideas of freedom and equality in a democracy.

[1] **Your Rights and Responsibilities as an American Citizen.** Ginn and Company, p. 8.
[2] Ibid., pp. 9-10.
[3] Ibid.
[4] **Law in a New Land.** pp. 1-25.

Activities:

Play "The Take-Over."[5] Choose nine students to perform the play and allow time for them to memorize parts and prepare.

After the play has been presented, discuss the Bill of Rights. How many constitutional rights are violated in "The Take-Over"? Can this happen in the United States? It can't as long as we have the Bill of Rights and people who believe in it and carry it out.

Objective:

To help students understand why schools need rules.

Activities:

1. Conduct brief discussion of school rules. Have students name rules they have followed at school and list them on butcher paper (save for next activity). Discuss each rule listed, using questions. For example: "no fighting". Why do you think most schools have this rule? Is this a fair rule? Do you think it should be changed or abolished? If you feel a school rule is not good, what should you do? **(Lincoln Filene, Activity #12, Legal Education Materials).**

2. Julie was a sixth grader who wore a halter top and short-shorts to school. However, she wasn't allowed in school in these clothes. Julie said she wasn't bothering anybody and should be allowed to wear anything she wanted. It was the school's policy that students should dress properly at school, and that short-shorts and halter tops were not considered proper. The principal felt that he should enforce school policy. What do you think? How could this problem be solved?

3. Divide class into groups. Have each group write a "code of behavior" for school. They should include all school activities, talking in class, using materials, and lunch, playground, and restroom privileges. Give each group a sheet of butcher paper and marker to list its "code." When "codes" are finished, tape them up along with a list compiled in previous activity so that they can be compared. To complete the activity, have students list punishments for violations of each rule and compare with existing punishments.

4. Before doing any of the previous activities on school rules and laws, it would perhaps be well to see how the students perceive their school. Divide the class into groups and let each group make a collage of its ideas. Discussion not only lets the teacher know what the students think of the school, but also gives some valuable insights into the values of the class members.

Objective:

To familiarize students with procedures for making city (laws) ordinances.

Activities:

The Box family moved to Popbottle, OK. There were two children in the family. Big, who was 12, and Little, who was 9. They had always lived on a farm and had lots of pets. Big had two pigs he loved and didn't want to leave, so he brought them to live in the back yard. Little had a chicken and a goat she loved and didn't want to leave, so she brought them to live in the back yard. Big and Little met many children in their new neighborhood. Their new friends liked to come to their house to play with them and their pets. But then Mr. Jones called one day. He was very angry, because he said the pigs smelled bad and he couldn't stand to sit in his back yard. He told Mrs. Box to get rid of the pigs. That afternoon Mrs. Smith called and complained that the chicken's cackling kept her awake at night and that the goat was ruining her honeysuckle vine by the fence. Every day more neighbors called and complained about the animals.

How can this problem be solved? What can the neighbors do if the Box family won't do anything about their animals? Whom can they call? What can they do to keep this from happening again?

Would it make any difference if only one neighbor didn't want the animals around?

[5]**Law: You, the Police, and Justice.** Scholastic, p. 115.

Objective:

To allow students the opportunity to do outside research and get first-hand information about their city government and to familiarize students with the people who make laws for their city and state.

Activities:

1. Invite the Councilman or Alderman to visit your class. He can provide the class with first-hand information about how city ordinances are passed and about how your city government is structured.
2. Attend a city government meeting to better acquaint the student with governing officials.
3. Invite your State Representative to come to your school. Students would like to know what he does, how he got the job, what he did to prepare himself for his work, what advice he might give to someone interested in going into politics.
4. Tour the capitol during the legislative session to get a first-hand look at our state government at work. A film, "What Do They Do In There?", is available through your State Representative.
5. Make "Concentration" game. Cut squares of oak tag to make cards. Put names of senators and representatives on cards, their pictures, or issues they stand for on other cards. Object: to match names with pictures or issues.
6. Have students learn to address and write a letter to a congressional representative.

UNIT II

THE NEW PLANET

Objective:

To emphasize the need for laws in successful group living, the importance of leadership, ways of enforcement, and the place of rules in accomplishing the jobs of daily life using activities centered in a role-playing situation in which a new community is organized.

Note: The unit is planned to use one class period daily for ten to fifteen days or to be a part-time activity extending over approximately a nine-week period.

Since student participation is imperative to success, the procedure can, and should, be altered to fit group decisions as the unit progresses.

Some classes may prefer shipwreck on a desert island (as in the "Seven-Day Island Game") or location in an isolated community after an atomic devastation.

Some groups will want to begin without leaders, others may have such strongly competitive leadership factions that civil war will ensue. Whatever the classroom temperament may be, the climatic learning experience of this unit is planned to occur when a division of the group takes place or when an alien group or other outside oppositional force enters the scene. At the time when the two groups form, the teacher, who is an active participant, will be in only one. Even though the teacher is somewhat out of usual character, the absence of an authority figure in one group will soon be felt. When members of the other section ask for teacher help in organizing and operating, refusal on grounds of maintaining the true-to-life aspects will strongly emphasize the necessity for law and authority!

Activities:

1. Continuum
   Have students place themselves on a continuum scale in respect to how they feel about laws controlling their actions either at school, at home, or in general. Have contact paper circles or x's on floor at ends and center of a long aisle in the classroom.

   No laws _____ x _____ Strict laws

2. Buckle Game (available from Law-Focused Curriculum Office)
3. Film: **Why We Have Laws: Shiver, Gobble and Snore**
   Follow film by having students divide into three groups representing the three characters: Shiver, Gobble, and Snore. Have each group use magic markers on newsprint to list three laws desirable to their character.

Post the laws and allow time for class discussion. Vote on laws to be retained as they are and on amended laws.

4. Optional activities for outstanding pupils, for oral reading by teacher, or for a whole class participation when reading level and supplementary materials are available.
   a. From **Law in a New Land,** read "Trial on the Moon."
   b. From **You and the Law,** read or have oral report on first page and first column of second page: "Freedom Under the Law" and "It Might Be Otherwise."
   c. For some who need easy reading, assign reports on **How Rules and Laws Help Us.**
   d. Make a bulletin board to accompany unit including past, present, and future through cartoons and newspaper clippings. Drawing and cartoons could include Fred Flintstone with a club, Dick Tracy or Judge Parker, and a Star Trek character with a phaser. The present time could be amplified with current articles involving law. For caption, on a blue arm and stereotyped hand, print "The Long Arm of the Law."

5. The **First Time Period** in the futuristic role-playing game will begin. The information sheet (tentative on class approval) will be handed out:

CAPTAIN'S LOG, STAR DATE 2910.1 . . . Captain Kirk in command of a special expedition and rescue mission to Planet Earth. Pollution on earth has caused a severe lack of oxygen and water in many parts of the planet. Many people are dying of lung disease, thirst, and hunger. No cars, trains, or planes can move. No factories are operating. Those people still living are out of work, have no money, and are fighting over food. Civil wars are rampant.

The United States has decided to take a select group from the interior of the continent where conditions are less desperate and to get its members off the planet and on the Starship Enterprise. They will be of various ages, but selected for their good health, mental capacity, and/or strategic occupational training.

Mr. Spock, Dr. McCoy, Nurse Michaels, and Lieutenant Uhura are with me to select no more than twenty-five people suitable for this journey to be re-located in another galaxy on a planet called Omega.

a. Activity to accompany first time period: Each child and the teacher can choose an occupation from a list or added to the list, but must be prepared to defend his choice as one worthy of survival.

doctor	typist	minister	seamstress
Dr. McCoy	rancher	architect	movie star
nurse	athlete	auto-mechanic	high school student
Nurse Michaels	pilot	Lieut. Uhura	grade school student
fisherman	Capt. Kirk	bus driver	millionaire
cook	farmer	lawyer	fireman
carpenter	electrician	shoemaker	photographer
gardener	printer	teacher	salesman
Mr. Spock	artist	policeman	

Use "Magic Circle" techniques for discussion of occupation choices. Divide into groups of approximately seven. One group of seven will be inner circle first with remainder forming larger outer circle. Teacher may keep time only or participate.

Inner circle people have one minute each to say what their favorite occupation is and why it should survive in a new colony, and if time permits to state least preferred work.

Outer circle has three to five minutes for feedback after observing the inner circle's discussion.

Another of groups becomes inner circle, etc., until all have participated.

b. Additional Activity for first time period: The inner-outer circle method can also be used to determine cargo to be taken on journey to a new world.

clothing	electric drill	utensils
gun	fishing gear	camera
other weapons	money	hammer

jewelry	candy	valuable art
nails	medicine kit	paper
saw	sheets	pencils or pens
steam iron	water or oxygen	matches
draperies	canned soft drinks	books

6. The **Second Time Period** information sheet will now be given:

CAPTAIN'S LOG, STAR DATE 2910.2 . . . The Enterprise has traveled for many earth days without incident. Communication with earth has become less frequent and more difficult indicating that hunger, disease, war, and death have penetrated all continents and that civilization no longer exists.

At this point, and without warning, the spaceship begins to experience unusual magnetic conditions interfering with instrument control. After passing through this area, the ship is found to be near the atmosphere of an unknown planet. The captain, a few ship's officers, and the earth group decide to take six shuttle craft down to the surface to see whether the plant seems habitable.

In the planet's atmosphere, severe turbulence results in crash landings with extensive damage to all shuttle craft. No communication systems are working.

All passengers seem to be all right. The planet has an oxygen atmosphere. The immediate area looks like, and has the climate of, the tropics on earth.

There is a large body of water to the south about a mile's distance and low mountains beyond hills seeming to be about five miles north.

The group is now planning to spend at least several years on this planet . . .

a. Activity to accompany second time period: Draw a map of the visible part of the planet after exploring (in groups or as individuals).

b. Activity to accompany second time period: Draw illustrations of things seen on the new planet during explorations.

c. Activity to accompany second time period: Write accounts of kinds of things discovered and experienced in exploring the immadiate part of the planet.

7. The **Third Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.3 . . . The new colony has begun to call the planet Earth II. All are now assembled together at the request of the passenger named Dr. Jones.

Dr. Jones: "We must have a recognized leader of this colony. Now that we are all together we need to pick someone to make decisions. We need someone to tell us what to do so that we don't all die."

Mr. Spock: "Dr. Jones, that is not logical. Capt. Kirk is our natural leader as he was in command of the ship. Anyway, we know what we have to do. We have to build homes, find food, and work together in everything. We don't need a leader to tell us that."

Miss Allen (a secretary): "We do need a leader, I think, who can tell each one of us what our job will be. We won't get anything done if we don't have one."

Jim (a grade school student): "We are all the same here on Earth II. We don't want leaders and followers! But we might choose a new leader every day or every week — that way no one would be so powerful and everybody would have a chance!"

Mr. Spock: "I still insist that selecting a leader would be illogical. Why can't we just choose qualified people to be in charge of building homes, for instance? Someone else to be in charge of building fires? And someone else in charge of getting food, and so on?"

Dr. Jones: "Mr. Spock, I cannot agree with you. I believe I would make a good leader for this group. I'm asking anyone who wants me to be the leader to follow me!"

a. Questions and activities to accompany third time period: Do you need a leader or not? Make two lists. On one list, write down all the reasons for having a leader. On the other, reasons for not having one.

b. Activity to accompany third time period: How would you select a leader? List as many ways as you can for choosing one.

c. Activity to accompany third time period: Hold elections on the questions involved.

d. Activity to accompany third time period: Work a word search puzzle such as "the voice of authority." #5 on page 12 of **All New Eighteenth Book,** published by Dell Publishing Company, 1975.

e. Activity to accompany third time period: For advanced pupils, make your own word search puzzles to be duplicated for others to try. Use law terms given by the teacher or taken from one of the supplementary materials.

8. The **Fourth Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.4 . . . It has been found that there is much work to do to keep the group together and to stay well on Earth II. There is rain daily, and adequate shelters must be built. Many other jobs are necessary if we are to exist. All members of the group are called upon to volunteer for jobs for which they are qualified.

a. Activity for fourth time period: List all the jobs you can think of to be done on Earth II.

b. Activity for fourth time period: Use the inner-outer circle method for discussing jobs.

9. The **Fifth Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.5 . . . In a community meeting, Dr. Jones takes the floor to make a startling announcement.

Dr. Jones: "I am marking off that five-acre section where I have built my cottage near the beach. This will be my land, and I want no trespassing."

Miss Allen: "If you're going to do that, I want that pretty hillside over there. Nobody has built on it yet; so I claim it for mine!"

Captain Kirk: "Wait a minute! Hold it! We all own this island together. Let's not divide it up. There isn't enough land that's good to give everyone that much. It can't be equal; some will not get any land at all. That will lead to fights and trouble!"

Dr. Jones: "No. I want my own property. I may have a family some day. I want something to call mine, that I can be proud of, and leave to my children."

Lieutenant Uhura: "But the whole island is yours. Let's all enjoy it together."

a. Activity to accompany fifth time period: To decide what to do about property, let each child rate each question by circling: **Agree, Neutral** or **Disagree.**

(1) Should everyone own the entire explored land?

(2) Should the land be divided up?

(3) If it is divided, would you let someone else live on your land?

(4) Would you be willing to work someone else's land in exchange for living on it?

(5) Should people have to pay rent for land they use?

10. The **Sixth Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.6 . . . Since the question has been raised whether the community should have money, it must be answered.

Betty (a high school student): "Gee, those bananas look great, Jim. Can I have one?"

Jim: "I'll trade you a banana for a coconut."

Betty: "Are you kidding? One coconut is worth at least three or four bananas!"

Jim: "I'll give you two for one — no more!"

Bob Wright (the fireman): "I've made a rope out of vines. I'll take 10 coconuts for it."

Betty: "Ten? How about five coconuts and a dozen oranges? Or would you trade for some of these clay dishes I've made?"

Bob: "No. I just want coconuts."

Jim: "You know, we need money! It's too hard to trade all the time!"

Betty: "Oh, no! I don't want to have to worry about money here on Earth II."

Bob: "But we have to have money, Betty. If I make a rope, I ought to get paid for it. And you could get paid for your plates, too."

Betty: "No, I just can't see money here. We all work for the fun of it — and because we have to. But we don't need a reward. We can share everything."

Jim: "It isn't as though money's a reward. It's just a way to help us trade. And the ones who work hardest could have the most money. If we just share, some won't work!"

Miss Allen: "I don't know. Money leads to stealing. And we don't want any rich people here."

Tony Smith (a carpenter): "That's silly, Miss Allen. If we don't have money, people will just steal other stuff. We need money. I want to get paid for working!"

a. Activity to accompany sixth time period: Divide into five groups. Let three groups devise money systems for the group to consider. Let the fourth list problems with money vs. problems without money. Let the fifth group list several ways that money could be given out, such as an even allotment for everyone, strictly for work done, etc. Use discussion and voting to decide.

11. The **Seventh Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.7 . . . Several members of our group, including Dr. McCoy and Dr. Jones, disagree on the decision made about money. They refuse to cooperate. The question of whether they should be punished must be brought before the assembly. If we decide to put them in prison, we will have to build one. Some think we should just leave them alone. The decision must be made.

a. Activity to accompany the seventh time period: Use the inner-outer circle game, letting each person say the best and the worst thing to do. Follow with a vote.

12. The **Eighth Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.8 . . . Some people are demanding a law against littering. This is the important question before the group.

Betty: "There's got to be a law about leaving rotten fruit and banana peels around the main camp fire. I nearly broke my neck last night. And just look around. It's looking pretty messy. We need a law against people who litter."

Bob: "That's right. We don't want pollution on Earth II."

Miss Allen: "Are you crazy? We don't want any laws here at all. Once you start making laws, you can't stop. Don't you remember how everything got to be against the law back on earth?"

Betty: "But we have to have some laws. And, I guess, we'll have to have somebody assigned to be police."

Jim: "Wait a minute! No police on Earth II! If we make laws, we can all obey them. Or we'll be punished by all of us."

Betty: "Well, maybe we just need laws about really important crimes — like murder and stealing . . . "

a. Activity to accompany the eighth time period: Make lists of laws you think necessary on Earth II, individually or in groups. Discuss and vote.

b. Activity to accompany the eighth time period: Divide into three groups, or more, and make up scripts for what happens to the next litterer or other person who breaks the law. Act out all the skits and vote on the best one.

13. The **Ninth Time Period** information sheet:

CAPTAIN'S LOG, STAR DATE 2910.9 . . . We have now been on Earth II for almost a year of earth time! We had thought things were going smoothly. Now a crisis has arisen: Mr. Spock is in temporary command of the military because Captain Kirk has been attacked by Dr. Jones and is for the moment disabled.

Dr. Jones has persuaded at least 10 people, including Dr. McCoy, to separate from our group.

"We do not wish to live with you," they say, "We want to stay by ourselves. We can live in peace but on the other side of the mountain."

Captain Kirk agrees with me that it is quite illogical to divide our small group. Although I am somewhat learned in

medical arts, it would be a definite disadvantage for our community to lose both of the doctors. We also feel that safety demands that we stay together. There are some dangerous life forms here that have been sighted. We are still not sure that there are not human-like forms.

"No," insists Dr. Jones and his followers. "We don't want to live with your group. If you do not let us go peaceably, we will fight!"

a. Activity to accompany the ninth time period: Use the inner-outer circle to let each person state why he thinks one thing would be best and one worst: Should you let them leave? Should you have a meeting of leaders — a conference? Should you go to war?

   Three groups can write out all three possible endings, act them out, and then vote on the best outcome.

b. Activity to accompany the ninth time period: Crossword puzzles using space terms or law terms would be a good extra activity. They can be pupil made — an easy way is to use a scrabble board. From **More Fun With Crosswords** #1, (1971), Lift off, page 3; and #6, Universe, page 8 are appropriate.

14. An adaptation from a Star Trek episode would be a good ending for the unit and suitable for memorization and acting for other class groups or parent-teacher meetings. The students can write a complete play on the unit itself. They can write from memory in their own words a television episode that they have viewed. They can also do a version already made into play form: for instance, "Journey to Babel," by Dorothy Fontana from **Read,** March 16, 1973. Such a publication may be shortened and simplified for younger students.

Evaluation:

The response of students to open-ended statements should help the teacher to assess attitudes, viewpoints, and values, as well as to determine where learning deficiencies and misunderstandings may be present.

A suggested conclusion is to have students complete the following statements:

I learned that . . .
I learned that I . . .
I am pleased that I . . .
I am pleased that . . .
I am disappointed that . . .
I am disappointed that I . . .

Repetition of the continuum on law attitudes used at the beginning of the unit would be informative.

UNIT III

REVOLUTION AND THE CONSTITUTION

Objective:

To understand the historical background of the Declaration of Independence and the Constitution of the United States.

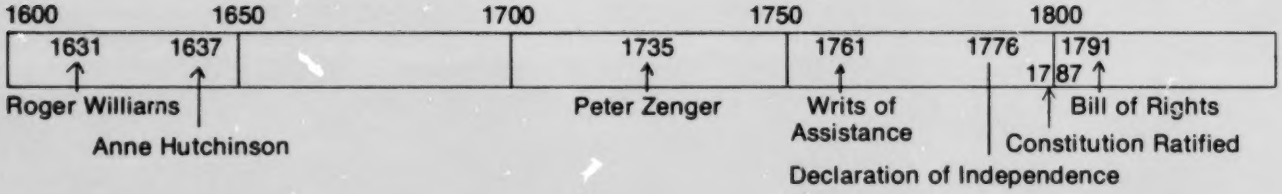
Activities:

Discuss, role-play, have an inner-outer circle, or make a continuing line with each of the following four cases leading to the Declaration of Independence:

1. Robert Williams
2. Ann Hutchinson
3. John Peter Zenger
4. Writs of Assistance Case

After the above cases have been discussed, role-played, etc., mark them on a time line which may be the first page of an individual notebook "Our Constitution" (see below) or be placed on a bulletin board, or both.

To make the Constitution booklet, cut pages from brown wrapping paper and tie with cord or yarn. On the cover write, "Our Constitution," and on the first page draw the time line, marking only the first four cases discussed.



Materials: Long butcher paper for time line and brown wrapping paper, cord or yarn.

Objective:

To see the need for laws and to become familiar with the Declaration of Independence.

Activities:

Conduct the opinion poll (Appendix I) and then discuss the results. Learn new song to the tune of "This Land is Your Land" (Appendix II). Discuss the Declaration of Independence in terms of background, content, and ultimate decisions.

A. The wrongs the colonists claimed the king had committed against them.
B. Fundamental concepts contained in Declaration of Independence.
   1. Beliefs about Men's Rights
   2. Beliefs about Government
   3. Beliefs about changing the Goverment
C. The ultimate decisions of the colonists.
   1. To break with England
   2. To form the United States

After discussing the above concepts, write them on the second page of the Constitution booklet.

Add the Declaration of Independence to the time line, 1776.

Learn new song to the tune of "Yankee Doodle" (Appendix III).

Objective:

To familiarize students with the Articles I, II, and III of the Constitution.

Activities:

Discuss the first three articles of the Constitution using the "tree" transparency:

Article I Legislative Branch
Article II Executive Branch
Article III Judicial Branch

Have the students add these first three articles to their constitution booklet and draw a symbol, new (made up) or old, to represent each article. See "American Symbols Unit." Then have them draw a cartoon showing the functions of one of the branches of government.

Have students collect newspaper or magazine articles about governmental activities and then classify them according to the three branches of the government. This could be put on a bulletin board or put into their booklets.

Have students prepare a "House of Lawmaking."

Materials:

"Law in a New Land" or any other text related to the Articles. Teacher-made "tree" transparency. **The Role of Law in A Free Society. Lawmaking,** pp. 57-64.

Objective:

To familiarize students with the Articles IV, V, VI, and VII of the Constitution. Students will participate in one or more culminating activities.

Activities:

1. Discuss briefly Articles IV, V, VI, and VII of the Constitution.
2. Add each of the above to their booklets and draw symbol (made-up or old) representing each article as it is discussed. (See "American Symbols Unit.")
3. Add to the time line "Constitution Ratified," 1787 and the "Bill of Rights," 1791.
4. Decorate booklets with magazine pictures or students' own drawings of past or present symbols or their own creations of American symbols.
5. Divide fabric into 6" x 6" squares. Have each student draw his favorite symbol and put his name or initials in bottom left hand corner of his square. When all students have finished, hem the fabric and make a wallhanging for the classroom.
6. Plan a tour to the State Capitol.
7. Play the Constitution Game - (see Bibliography).

UNIT IV

THE POLICE — PART I

Objective:

To enable students to do the following:

1. To develop a more positive attitude toward law enforcement agencies.
2. To identify the various departments within the police department.
3. To recognize the qualifications required for police personnel.
4. To recognize the education and training necessary for becomimg a police officer.
5. To identify the legal rights, responsibilities, and limitations of police officers.
6. To identify psychological, social, and economic conditions that affect the actions of persons charged with implementing law enforcement.
7. To demonstrate the need for authority.
8. To differentiate between power and legitimate authority.
9. To describe what constitutes legitimate authority.

Vocabulary:

search and seizure
no-knock
arraignment
booking
probable cause
evidence
search warrant
detective
patrol
precinct

I. **Introduction**

Objective:

To measure students' current attitude toward law enforcement agencies.

Activities:

1. Students will complete 15 open-ended statements. (See Appendix IV) When students have completed their statements, discuss each response and write them on the board. A consensus should be reached concerning the students' general attitudes toward law enforcement agencies.
2. Attitude survey toward police and authority. (See Appendix V) Have students complete the survey and tabulate the results. The same survey can be used at the end of the unit to measure any change of attitude.
3. Students should read short readings concerning confrontations between youth and the police. After reading these, all students should compose a creative writing about an incident involving the police. It can be something they have experienced personally or of which they have knowledge.
4. Give the students a choice of reports, projects, or displays. (See Appendix VI) Each student should choose one and be prepared to make an oral presentation. Reports will be given throughout the unit.

II. **Need for Law and Authority**

Objectives:

1. To demonstrate the need for authority.
2. To differentiate between power and legitimate authority.
3. To describe what constitutes legitimate authority.

Activities:

1. Island Game
2. Report: #17
3. Film: Shiver, Gobble & Snore
   Discuss. Have students give examples from their own community which demonstrate the ideas presented in the film.

III. **Organization and Structure of Law Enforcement Agencies**

Objectives:

1. To acquaint students with the education, training, and qualifications necessary to become a police officer.
2. To help students identify the various departments within the police department and to understand their purpose and function.
3. To make students aware of the legal rights, responsibilities, and limitations of law enforcement.

Activities:

1. In groups, have the students decide their own criteria for a law enforcement agent. They should consider personal, physical, educational, psychological, and other standards. Each group should design its own job application form and questions for an interview.
2. Reports: #1, 4, and 13:
   Have students present oral reports. After each report, the teacher should ask questions and help generate discussion. The actual requirements should be compared to those devised by the students.
3. Have available an application used to become a police officer. If possible, enlarge it so all students can see it. Compare it to their applications.
4. Reports #2, 5, 9, 10, 11, 12, and 15:
   Once more, the teacher should ask probing questions about each report.
5. Field trip to local police department: Visit the various departments. Let the students observe how someone is booked and detained in jail, and find out how an investigation is conducted.
6. Speakers: Representatives of the various departments should be invited to speak. Prior to the speaker's

visit, each student should write two questions he wishes to ask. After the speaker's presentation, be sure to discuss it with the class.

7. Reports: #3, and 8.
   Again, hold a question session and discussion after each report.
8. After the reports have been presented, each student should be given a large piece of construction paper. On one half of the sheet, the student should draw a cartoon, poster, slogan, etc., depicting one legal limitation of a policeman. On the other half, he should depict one legal right of a policeman. These should be displayed.
9. Students should read a description of various situations in which a police officer's rights and legal limitations are in question. The situations should be discussed in small groups and then as a class. (See Appendix VII)

IV. **Attitudes and Psychological Orientation of Law Enforcement Officers**

Objective:

To identify the psychological and sociological conditions that affect the actions of law enforcement officers.

Activities:

1. Reports: #6, and 7
   General discussion.
2. Police Patrol Game.

V. **Conclusion**

Objective:

To evaluate the students' attitude toward law enforcement personnel. To measure the students' understanding of the material that has been presented.

Activities:

1. Reports: #14, and 17
2. Students should take the same attitude survey that they took at the beginning of the unit so that the results may be tabulated and compared with the earlier results.
3. Test: The teacher should devise his own evaluation based on material presented and discussed in class.

UNIT V
THE POLICE — PART II

Objective:

To give students a more positive attitude toward police: an understanding of authority, the form it takes, and why people comply with it; an understanding that citizens pay taxes to hire people to enforce the laws; a realization that there is a need for officers who do and do not wear uniforms; and a greater knowledge of a police officer's role.

Activities:

1. Give students Portune Attitude-Toward Police Scale.[1] Save results so that they may be compared with the results of test given at the end of the unit.
2. To help students realize that they prefer a specific type of police officer, ask, "If you need help, what kind of a police officer would you like to have answer your call for help?"
3. Draw continuum on chalkboard showing two extremes.

Friendly _____ Strict
↑ ↑
Frank Sam

Then have students place themselves on continuum and defend their positions on it. (Diversity of opinion usually means the continuum has encouraged good thinking on the issue.)

I. **Authority**

Objectives:

To help students be able to:

1. identify people in authority within the home, school, and community environments
2. describe some of the roles of those identified as people in authority
3. explain whether it is important to have people in authority in specific situations
4. describe some of the ways in which authority is established
5. make decisions whether authority should be compiled within specific situations and give reasons for their decisions.

Activities:

1. Have students define authority, using dictionaries if necessary.
2. With students' help, list authorities in the home, the school and the community.
3. Discuss people listed and their roles. Sample Questions:
   a. What kinds of responsibilities or activities are part of this person's job?
   b. Is it important to have people who do this kind of work in our community? Why?
4. In asking the question of why people comply with authority, present several role-playing situations in which people must decide whether to comply.
   a. A hall monitor tells a child running in the halls at school to stop running and walk.
   b. A police officer motions to a motorist to pull over to the side of the street.

   After role-playing, discuss the following:
   a. How is this person's authority established?
   b. Do you think the person in authority should be obeyed? Why?
   c. What might happen if the person in authority is not obeyed?
   d. Would you obey the authority in this situation? Why?

Materials:

Film, **Why We Have Taxes: The Town That Had No Policemen,** develops the concepts that policemen are needed and that taxes are necessary to pay them.

II. **Wearing of Uniforms**

Objective:

To help students see and discuss the advantages and disadvantages to society of some officers' not wearing uniforms.

Activities:

1. Read to students:
   a. Comment made by police: "We believe that juvenile police officers can relate better to young people if we don't wear uniforms."
   b. Comment made by students: "Juvenile police don't wear uniforms so they can be sneaky and spy on us."
2. Say, "This is a good example of being able to understand a situation from two different points of view.

[1]Robert Portune, **Changing Adolescent Attitudes Toward Police** Cincinnati: The W.H. Anderson Company, 1971., pp 29-30.

Would it make a difference to young people or to the juvenile police officers if each knew how they felt about police not wearing uniforms?" Discuss.

3. Discuss the advantages and disadvantages of wearing a uniform if you were a police officer. What are some advantages to society and what are some disadvantages to society of having police officers who cannot be identified by uniform?

4. Contact a police officer and explain the objectives of a visit, indicating how the topic of law enforcement has been treated in class. Teacher should prepare students for officer's visit, by reviewing with the students the activities included in unit to date and indicating that the police officer is another source of information. Upon completion of the visit, ask the students how they felt about the visit and how they think the officer felt.

5. A large piece of butcher paper can be taped to the wall on which children can write their reactions to the visit by completing **one** of these statements:

   I learned . . .
   I found out . . .
   I am pleased that . . .

   The police officer may also be invited to classroom to participate in a simulation game in which students experience some of the situations common to the policeman's job. (See **Room Set-Up for Police Patrol — Group of Thirty,** which may be obtained from Law-Focus Curriculum Office in Norman.)

III. Taxes and Law Enforcement

Objectives:

To teach that people are hired to enforce the law locally, state-wide, and nationally and that people pay taxes so that they can hire people to enforce the laws.

Activities:

1. On the chalkboard write the word **law.** Have pairs of students think of one law that affects them. Accept all responses whether accurate or not and list all the examples on the chalkboard.
   Example:

   Law that says we must be in school until high school age.
   Law that says a dog must be on a leash.
   Law that says Father can drive.

   If necessary, make additions so that there is one local, one state, and one national law. Some examples to be used in activity 4.

2. Students could do research on some of the laws they listed.

   Suggested study questions:
   a. What does the law say?
   b. Who made the laws?
   c. Who makes sure that the law is carried out?
   d. How is this person chosen?

3. Children could illustrate one law. The picture could show:
   a. What the law is.
   b. Whom it affects.
   c. Who enforces the law.
   d. Who made the law.

4. Have students examine the list of laws in Activity 1. Ask the following questions:
   a. Which laws affect only those of us who live in our city? Who made the laws?
   b. Which laws affect only those who live in our state? Who made the laws?
   c. Which laws affect all those who live in our nation? Who made the laws?
   d. Do laws differ from place to place?

5. Show the film **Why We Have Laws,** and then ask students:
   a. What was the problem the people faced?
   b. How did the people solve their problem?
   c. What generalizations can you make about the necessity for laws?

6. Ask students, "Who makes certain that laws are carried out?"

Examples:	policeman	mayor	state highway patrolman
	dogcatcher	governor	sheriff
	truant officer	meter maid	

7. Ask students to think about the insignia or printing on the patrol cars in their community. Is the name of the city or of the state on these cars? What does this tell us about who enforces the law in our community?

8. Have the students write about what makes a good policeman (highway patrolman, sheriff, etc.). Let them meet in small groups to discuss their findings.

9. Have students examine the list of people who help enforce laws from Activity 6 and then discuss what would happen if there were no one to enforce laws.

10. Have students recall the following:
    a. Who is the head of our country, how was he chosen, and where does he live and work?
    b. Who is the head of our state government, how was he chosen, and where does he live and work?
    c. Who is the head of our city government, how was he chosen, and where does he live and work?

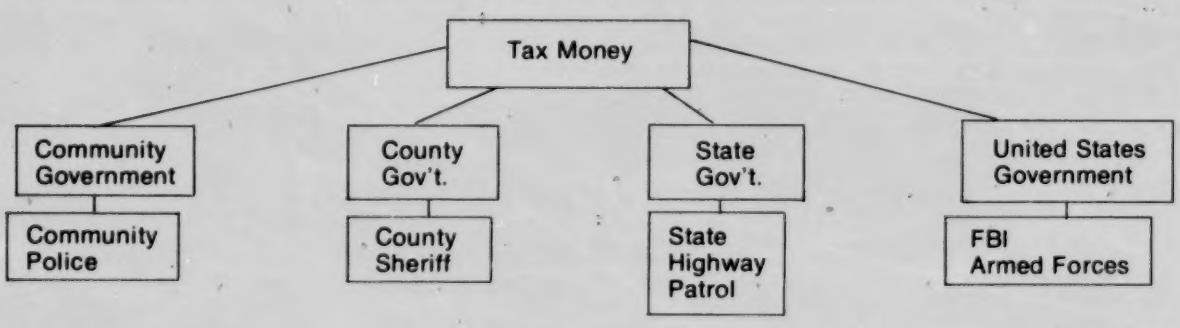
    Ask the students to examine a political map of the U.S. to locate:

    a. Where the governor of their state lives and works.
    b. Where the President of the U.S. lives and works.

11. Explain the difference between a state capital and the federal capital.

12. Have class determine who pays the governor and the people who enforce the laws.

13. After the students discuss the information they have gathered, help them develop a simple diagram illustrating how taxes contribute to the support of law. For example, consider the following:



UNIT XVII

JUVENILE LAW

Lesson I

Objective:

To make students aware that school property should be respected and taken care of since everyone is a part owner of any public property.

Activities:

Pre-test and Post-test. The book **Teenagers and the Law,** p. 5. Questions #2, 3, 4, 5, 8, 9, 10, 13, 14, 18, 19, 20, 22, 24, 25. Put these on an overhead and have a corresponding ditto for handouts to children. Have a **yes** and a **no** column, and read each question aloud and let the children answer before going on to next question.

Materials:

Use "The Kick in the Shin Case," p. 24 in the book **You Be the Judge; write** or display it, and let the students put their opinions in the envelope beside the display. Tally them to find the verdict.

Lesson II

Objective:

To exemplify through various activities the kinds of crimes or offenses in which juveniles may become involved.

Activities:

Use one, some, or all of the following suggestions:

1. Have the books, chairs, etc. in complete disarray when you get to school. Let them all go for the janitor and all help (children, teacher, and janitor) put all things back in order. Have a hidden tape recorder on during this time to record children's comments.

Debrief by the following activities:

a. Having immediate classroom discussion as soon as room is in order.

b. Using tape recorder for next day's lesson and discussing the reactions of everyone.

c. Asking the janitor to talk to the class one day on what problems vandalism creates for him.

d. Making a chart showing the "missing things" and the cost to replace them.

e. Writing down on a chart the feeling of the students.

OR: Teacher relates a make-believe story of how building was entered in the night before.

Debrief by:

a. Recording immediate reactions.

b. Using the janitor for one day as given in #3 above.

c. Showing photos of a building that has been vandalized.

2. Use the book **Legal Education Materials for Elementary and Intermediate Grades** by the Lincoln Filene Center: Learning Experience #19, pp. 20 and 21. (Stealing, using the nursery rhymes of Tom, Tom, the Piper's Son). Debrief, using the questions given on p. 21.

3. Same as book as above, but use Learning Experience #22, p. 22 (about stolen crayons). Debrief, using questions p. 22.

4. Same book as above, using Learning Experience #28, p. 25 (picking flowers in someone elses' lawn). Debrief, using questions given on p. 25.

Crime V

5. Learning Experience #5, p. 6 (vandalism - letting animals out of cages while custodians are gone to lunch).

(Note: After all of the 5 crimes have been introduced and debriefed with class, make a poster with a short synopsis of each crime; under each picture put **vandalism, stealing, abuse of personal property** (on the flower crime). Post somewhere in the room. This is a good time to compare crimes and find how they are alike and how they differ, the degree of the crime, and how the students feel about each type of crime.

Lesson III

Objective:

To reinforce concepts developed in Lesson II concerning vandalism.

Activities:

1. Make a bulletin board display of these words: "Did You Know?" Put a sentence or researched fact or something a child found out about a crime, criminals, etc., on a sentence strip and post next to or below the

words "Did You Know?" Change these periodically during the unit of study.
(Resources to use: Total Arrests Chart, p. 2, of **Law in American Society Magazine,** Feb. 1974, or Scott, Foresman children's book, **Crime and Safety,** pp. 21-23).

2. Have children bring from home magazines and newspapers or use those in the class room to cut out pictures of school vandalism; or have students draw on large paper pictures of things done to schools by vandalism, and then color or paint them. Post pictures where other children in the school can view them.
3. Ask local police whether they have any shot of vandalized schools, new homes, or businesses; or film strips or films you might borrow to show the class, or have the police come to show them.
4. Use the film, **Why Vandalism? Black and White,** 17 min.
5. Have each child draw a poster or make up a list of laws or crimes that cause juveniles trouble.

Lesson IV

Objective:

To show students that destroying public property is a criminal offense for which a juvenile can be arrested, that there is a legal process involved when a juvenile is accused of committing an offense, and that a knowledge of courtroom vocabulary is essential.

Activities:

Give the following pre-test:

a. Do you think that police like young people?
b. Do you think that young people rebel against police?
c. Do you think that policemen are nice guys?
d. Would you like to be a policeman?
e. Do you think people would be better off without police?
f. Do you think police treat people fairly?
g. Do you think police have it in for young people?
h. Do you think criminals usually get caught?
i. Do you think the work of a policeman is necessary?
j. Are you afraid of policemen?

References:

Legal Education Materials for Elementary and Intermediate Grades, Lincoln Filene Center, pp. 6, 20, 21, 22, 25.

Crime and Safety, Scott, Foresman, Student's book, pp. 21-23.

Rules and Rights, Juveniles Have Rights Too, Fearon, pp. 17-31.

Values Clarification - A Handbook of Practical Strategies for Teachers and Students, Simon, Howe, Kirschenbaum, pp. 151-158.

Magazine: **Law in American Society,** Feb. 1974, pp. 2

Why Vandalism, Encyclopaedia Britannica, 17 min., B & W. film.

Resources:

Your school's custodian
Your local policemen

Lesson V

Objective:

To make students aware of their rights.

Activities:

1. Use Unit 3, pp. 17-21, **Rules and Rights: Juveniles Have Rights Too.** You could read it to your class, or tape

it beforehand and let the children listen to the tape. Attach the picture above the tape player so children can see it while the recorder is playing. Afterwards, read to them **What the Law Says,** pp. 22, and put vocabulary words found on pp. 22 on a poster. Orally in class use the questions found on pp. 22-23.

2. Collect newspaper articles on juvenile crimes for a collage or bulletin, then have a discussion of them. Be sure to point out that names are not published in order to protect the children.

3. Make a class list with every child contributing one item to the list that he prizes or values most. Afterward discuss how students would feel if a thief came in to steal or destroy their most important possession.

4. Use the book **Values Clarification,** (Strategy #12, p. 139, in which children interview each other on different matters). Can use Strategy #13, p. 159 of the same book instead. The objective is to prepare class for talking to resource people, especially now that policemen will be coming to class soon.

5. Post the saying, "Your Right to Swing Your Arm Ends Where My Nose Begins" on the board or on a big sentence strip and discuss with the class what it means to them as your way of introducing the unit on their rights and your rights.

6. Use the classroom Opinion Poll found at the center of this unit for a pre and post test.

7. Teacher should tell the story of the Miranda case and review the Gault case in her own words. (Use Scott, Foresman, PEOPLE AND THE CITY TEACHER, TACTICS 2, p. 16 (leaving out the rape of the 18 year old girl for 3rd graders). For Gault case, p. 11, JUVENILE PROBLEMS AND LAW, introduce the Bill of Rights.

8. Lesson 4, p. 11, (case of Gerry Gault) blow up or draw the cartoons on pp. 13 and 14 to help you to present this case.

9. Draw cartoons in Scott, Foresman children's book, pp. 13-19, in YOU'VE BEEN ARRESTED, or put the book in an Opaque machine and show them to the class.

10. RULES AND RIGHTS, JUVENILES HAVE RIGHTS, TOO on pp. 69-73, read the case of Johnny to the class. Debrief with the questions at the end.

11. Same book as above; copy p. 75 on a transparency and go over it orally with children, substituting their terminology, and let the class reach a decision.

12. JUVENILE PROBLEMS, West, p. 41, Lesson 13 (Do police have right to frisk them?).

13. Same book as above, p. 51, Lesson 18 (Do I need a Lawyer?).

14. Same book; p. 45, Lesson 14 (Right to remain silent).

15. Review the rights of the juvenile (be silent, have a lawyer, be given notice of charges and hearings, and be confronted by witnesses). Make 4 cartoons or simple stick figure pictures to show each right, and post in room.

16. Filmstrip: Attorney At Law, #1404, Walt Disney.

17. Preview questions you and class will be asking a lawyer who works with juveniles when he comes the next day.

18. A local lawyer or county prosecutor who works with juveniles will visit (brief him before).

19. Debrief and chart anything the class really particularly enjoyed about the lawyer's visit.

20. Filmstrip and cassette or record FIRST THINGS FIRST SERIES: VALUES, THAT'S NO FAIR.

21. Have several magazine pictures cut out and ask the class what right is violated or what right is portrayed in each picture.

22. Use the Poster #9 in the **Learning** magazine, and have the class point out what rights are being infringed upon.

23. Show the film, THE GREAT RIGHTS, color, 14 min., by Brandon Films Inc., a lively animation of what could happen if the Bill of Rights was revoked. Read fairy tales or nursery rhymes to the class and allow students to decide what rights or right is being violated in each instance. (Consider, for example, Billy Goat Gruffs,

Little Red Riding Hood, Three Little Pigs, Humpty Dumpty, Jack & Jill, Little Miss Muffet, Tom Tom the Piper's Son, etc.

24. **JUVENILE PROBLEMS,** West, Lesson 22, p. 73 (Rights of People - US).

25. **LEARNING** Magazine, March 1973, p. 33, the teaching poster, the instructions for which are on pp. 43-44 under the heading "Due Process." Use the technique discussed to show due process of law.

Lesson VI

Objective:

To acquaint students with procedures of arrest and courtroom hearings.

Activities:

1. Use a class period to discuss the questions the class will be asking the policeman and then put them on the board or poster.

2. Bring in a policeman. Visit with him or her a day before so he can be prepared to answer the types of questions such as arrest and procedure when a juvenile is detained (for 3rd graders, however, the first 30 minutes will be about guns, badges, hats, car, radio, etc. Be prepared for this). Use the next class period to debrief about policemen if you cannot do it on the same day.

   Note to Teacher: Use a flannel board figure with the school picture of a student who will move through the different stages of arrest procedures as the policeman describes them. Draw a chart for your flannel board person ahead of time. Use Scott, Foresman, p. 19, children's book, **You've Been Arrested,** for help in making your chart and for definition of terms.

3. Make a class map or poster using paints or water-colors to illustrate a "time-line" of the different procedures that a juvenile has to do or go through when detained by the police. Or have each child make one for himself to put in a booklet.

4. Tape the story, p. 27, in the book, **Rules and Rights, Juveniles Have Rights, Too.** Let the children listen to it and then use these questions and statements.
   a. Read them **Did You Know the Law Says,** and go over some of the vocabulary words, p. 30.
   b. Discuss questions 1, 2, 3, 4, 5, on pp. 30-31.

5. Use Juvenile Problems, West, p. 27, Lesson 8. What might happen when arrested? Use the film-strip suggested.

6. Compare the class made chart in step 4 with the above lesson 8 and see whether the same things happen. You may also want to use **Teenagers and the Law,** p. 97, Ginn Publishers, as reference material here.

7. Use the bulletin board idea of "Did You Know?" to help give history of the juvenile courts. Use p. 39, Scott, Foresman, children's book, **"You've Been Arrested,"** for subject matter to put on sentence strips.

8. As the children come into the classroom one day, have these words on the blackboard, "Go to the tape recorder, Billy. Turn it on when everyone is ready to listen." Have recorder give a short synopsis of the history of juvenile courts, ending with the Gault case. Use Scott, Foresman, pp. 39-47, **You've Been Arrested,** children's book, as background material to be taped.

9. Use the book, **Juvenile, Problems and Law** by Riekes-Mahe, West Publishers, p. 49, Lesson 16, on Detention of Juveniles. Review the questions you are going to ask the resource person from the juvenile shelter. Ask him to bring pictures to put in opaque machine. If possible, take a field trip to a detention center for juveniles.

10. Bring in a juvenile officer.

11. Use a debriefing period after officer leaves.

12. Use a large cardboard model of the symbol of Justice and discuss why she is blindfolded and holding scales. Make a color page or ditto of Justice to cut out and paste on construction paper. Or the figure of Justice could be modeled in clay and a replica of the scales made.

13. With class help, make a list of words for courtroom vocabulary. Use as a reference guide, **Handbook of**

Strategies, (blue sheets) for example, consider these words: **Judge, witness stand,** or **sheriff, clerk, court reporter, plaintiff, defendant, plaintiff's lawyer, defendant's lawyer, jury, spectators.** Then have a ditto prepared showing all of the above in the courtroom. Have a class coloring lesson. Color the judge black; color the witness stand blue; color the bailiff or police officer brown; put an X on the clerk and court reporter; color the plaintiff green; put a green box around the plaintiff's attorney; color the defendant red; put a red box around the defendant's lawyer; color the jury purple and the spectators gray.

14. Court Room Game: Make a diagram of a courtroom. Draw it on a ditto, draw the characters as little boxes or circles that correspond to the courtroom diagram. Have students color in the activity above (using the same colors), and then cut out and paste characters on the diagram. (Put these last activities in booklet.)

15. Put up a working bulletin board of a courtroom and have paper dolls or paper figures cut out with the words of the courtroom vocabulary on each figure. Let the children put the figures in the right place on the diagram with thumb tacks. Take a half of a milk carton or small box to the display to store the paper figures when the children aren't playing with them. You could color code each figure to match the colors used above.

16. Tape off on the floor the diagram of the courtroom, the judge's place, the defendant's place, etc. Have the vocabulary words printed on pieces of paper and let children draw them out of a hat. Then they go and stand where the name they drew is supposed to be.

17. Use **Find a Word Puzzle** about the courtroom vocabulary. Be sure to write the words on the top or bottom of the "Find a Word" ditto.

18. Post in big letters all the words for the courtroom vocabulary. Leave out a few main letters in each word. Have the missing letters in a sack hanging beside the poster, so the children can supply the missing letters to the words.

19. Use the film **The Story of a Trial** if a preview indicates that it is appropriate for this grade level.

20. Use the filmstrip **The Law and the Courts** from the series **Law and Justice in the U.S.**

21. Play the Jury game if you can modify it for 3rd graders. The prosecuting and defending attorney could be played by 5th and 6th graders. Its purpose is to simulate the selecting of a jury for a trial.

22. Use the article, "Dear Your Honor," p. 31, in the magazine LAW IN AMERICAN SOCIETY, May, 1973. Give the 6th graders a copy of the article, then choose players to read the different parts and tape it, then play it back for the younger children. Debrief with a class discussion and write questions the class wants to ask the visiting judge who is coming during the next class period.

23. Ask a juvenile judge to come into your classroom to be interviewed by students. Talk to him ahead of time about the questions you want answered.

24. **Juvenile Problems,** West, p. 24, Lesson 7. (Older students could do the role playing.)

25. Juvenile Problems, West, pp. 66-67. (Role play the case of Frank Jones using three teachers or three older students as the judges.)

26. Juvenile Problems, West, p. 21, Lesson 6. "Should There be a Juvenile Court?"

27. Juvenile Problems, West, p. 53, Lesson 17. "Hearings Before the Juvenile Court."

28. Juvenile Problems, West, p. 57, Lesson 19. "Jury Trials for Juveniles."

29. Juvenile Problems, West, p. 69 Lesson 21. "Other Ways to Handle Juveniles."

30. Mock Trial, taken from the LEGAL EDUCATION MATERIALS FOR ELEMENTARY AND INTERMEDIATE GRADES BY THE LINCOLN FILENE CENTER. **Michaels vs. the railroad,** the 2nd option, p. 48. Let older students put on the first trial while your class is spectators. If you can, video tape to play back to your class when debriefing. Be sure to discuss how spectators act in a courtroom.

31. Mock Trial 2, **Great Big Bear vs. Goldilocks.** This time use 3rd graders and interaction of 5th and 6th graders. For the jury, use 3rd graders, judge, 6th grader; plaintiff, a 3rd grader; defendant, a 3rd grader; plaintiff's lawyer, 5th or 6th grader; defendant's lawyer, 5th or 6th grader; witnesses, 3rd graders, and use older children to brief witnesses. Debrief afterwards using questions for debriefing a Mock Trial.

32. Take a trip to the court house if at all possible; visit the judge who came to the classroom and visit an empty courtroom. Maybe it is possible to receive permission to do a Mock Trial as above in the court room.

33. Debrief about the field trip the next day and let students write a short paragraph on what impressed them the most and perhaps draw a picture of something they saw.

34. Use a camera at different times to take photographs of the children during the trials, the judge's visit, or anything important during this unit and post them as they are developed. Perhaps use your school or local paper to write an article about your class and let students find it in the paper.

35. Give the post-test (same as the pre-test); compare the answers with students' pre-test in class and let them put both in their booklets to take home.

36. Make booklets of things you have saved for the class and let students design the covers. Use heavy cardboard as cover fronts, and make a display of them in the library for the entire student body.

Lesson VII

Objective:

To acquaint students with the different punishments and rehabilitation programs for juveniles.

Activities:

1. Play the game, "Does the Punishment Fit the Crime?" by Harriet Bickelman, Social Education, May 1973, No. 5, pp. 405-406. Make a ditto using the situations given and punishments available. After children do this, then debrief. Ask: What form of punishment did you select? Do you think we all agree? Do you think your parents and your teacher all agree with your selection of punishment? Why or why not? Should there be a set punishment for each situation? Do you think all judges agree on the same type of punishment?

2. Use the book Juvenile Problems, West, Riekes-Mahe, pp. 77-79, Lesson 23, (the question of punishment).

3. Filmstrip. Prison, Parole, Probation, No. 1405, Walt Disney. The Machinery of Justice, Educational Material Co. (Preview first.)

4. Use the Trailmark Series, LAW IN A NEW LAND, by Houghton, Mifflin, "Trial on the Moon," the book, the filmstrip, and cassette. It is a unit in itself. Be sure to see what the class punishment might have been.

5. Give the students these four sentences regarding rehabilitation, asking them to rank them in order of importance.
   a. Change the person's behavior
   b. Keep another person from doing the same thing
   c. Punish the person
   d. Put the person where he cannot break a rule again

   You will have to explain these to 3rd graders by asking, if a person commits a crime, which is the most important way to punish or help him. Debrief after the survey.

6. **Juvenile Problems,** West, p. 83, Lesson 25, (Rehabilitation).

7. **Juvenile Problems,** West, p. 85, Lesson 26, (Rehabilitation).

8. Ask parole officer to come to visit, but be sure, on the day before, to work with the children on the questions to ask. Debrief after his visit.

9. A film "You Be The Judge," 16mm, 13 min., from AIMS Instructional Media Service. The audience is asked to judge court cases of 3 young people — a shoplifter, a truant boy, and a drug seller. (To be found in the media catalogue from ABA Special Committee, p. 40, recommended for Grades 5-9, but preview first to see if it can be used for lower students.)

10. **Lincoln Filene Center Book,** pp. 15-16, Learning Experience #13, (Should we report a crime?).

11. **Juvenile Problems,** West, p. 35, Lesson 10, (Reporting a Crime).

12. **Lincoln Filene Center Book,** p. 18, Learning Experience #15, (Getting Involved).

13. **Lincoln Filene Center Book,** pp. 10-11, Learning Experience #9, (Getting Facts in Order).
14. **Juvenile Problems,** West, p. 37, Lesson 11, (When is a description of a person or happening important?)
15. **Juvenile Problems,** West, p. 81, Lesson 24, (Who is responsible?).
16. **Juvenile Problems,** West, p. 91, Lesson 27, (Where do we go from here?).
17. Set up a Neighborhood Watch Program (this is where children are aware of what is going on in the neighborhood that needs reporting). See Officer Lahome Nelson from the Norman Police Department.

References:

1. Handout from center, 2nd p. of Values Voting, the game described by Harriet Bickelman, **Social Education,** May, 1973, Vol. #5, in the footnotes. "Does the Punishment Fit the Crime?"
2. **Juvenile Problems: Law in Action Series,** West, Reikes-Mahe, pp. 77-79, 83-84, 85-90, 35-36, 37-40, 81, 91, 92.
3. **Trailmarks of Liberty, Law in a New Land.** Houghton Mifflin, pp. 1-25.
4. **Legal Education Materials for Elementary and Intermediate Grades.** Lincoln Filene Center, pp. 15-16, 18, 10-11.
5. Film: **You Be The Judge.** Aims Instructional Media Service Inc. Hollywood, Calif.
6. Filmstrip: "Prison, Parole, Probation." Walt Disney Educational Materials Co.

UNIT VII

COURT PROCEDURES

Objective:

1. To make students aware of laws as they relate to our system of punishment in order for people to live together.
2. To teach students the importance of selecting a fair and impartial jury to seek justice for all parties concerned in a legal dispute.
3. To examine some of the conflicts jurors face in reaching a verdict and to draw conclusions about the jury as an instrument for providing justice to the parties in a legal suit.
4. To become familiar with law terms.
5. To participate in a mock trial.

Activity:

1. Use "The Moon Unit".[1] This unit involves people who are forced to create their own community. A leader, some laws, ways of enforcement, and a system of punishment must be established for them to live together harmoniously.
2. Continuum — have the class place themselves on a continuum scale in reference to how they feel about laws governing their actions (either in school or at home).

No Laws_____x_____Rigid Laws

Donald-Do-Anything	Marie-Meanie
a. No required work	a. No pencil sharpening
b. Leave anytime	b. No discussion
c. Talk freely	c. No smiling
d. Climb cut windows	d. Fill several spirals each day
e. Chew gum (or candy)	
f. Fight in the halls	

[1]**Law in a New Land,** pp. 1-22.

Have students place their names on this continuum line and tell one specific thing they like and dislike in a classroom.

3. The inner-outer circle:
   a. You are in a situation in which you have no means of escape, and you must set up your own society.
   b. Instructions: Inner circle discusses for three to five minutes. Outer circle observes process for two minutes (gives feed back). Did inner circle have a good discussion?

4. Forced Choice — There is only one air ship with a capacity for eight or ten people. Who will be chosen to go to the moon to start a new community?

   From many possibilities, the students could select eight to ten people who would have the most useful knowledge and training to survive and to organize a new society (or community).

   Each child should be given an occupation from a list (be sure to state why your choice should be the one to survive.)

   Occupations:

doctor	athlete	bus-driver	teacher
nurse	auto-mechanic	seamstress	high school student
fisherman	pilot	lawyer	policeman
cook	farmer	shoemaker	gardener
carpenter	electrician	movie star	millionaire
typist	minister	artist	printer
rancher	architect	salesman	photographer

5. Since laws will be needed to organize an effective community, the following questions must be answered:
   a. Who will decide where to locate? Why that person? Give leadership qualities.
   b. Who will determine who protects, who issues tools, supplies, etc.
   c. What will be done if someone steals from others? (theft)
   d. What will be done if one refuses to work? If one is ill or injured, will that make a difference? (welfare — charities)
   e. What will be done if one person injures another person in a fight? Will it make a difference if he is defending himself? (self-defense or assault)
   f. What will be done if one person tears down another's shelter? (vandalism)

6. Introduction to a mock trial:
   a. Read pages 20-23 from **Law in a New Land** together.
   b. Appoint or have volunteers to play the five roles.
   c. Arrange the room with five chairs (as diagram shows). Put string around for spaceship.

Judge
Bob

Defendant
Jonathan

Prosecutor
Ray

Jury
Cameron

Jury
Jerry

d. Choose a narrator to read all but each individual part.

e. Each student reads his part from the book.

f. At the end of the chapter, have the student close their books.

g. Each student decides what the judge's decision will be.

h. This could be followed later by a more complicated trial.

7. Pro Se Court: A Simulation Game.[2]
The pro se court simulation is designed to provide an opportunity for students to role-play a case by starting with a minimum of roles: judge, plaintiff, and defendant. Once each student has played each of these roles, the observer's and attorney's roles are added. In this way, the mock trial is broken down and then rebuilt. The simulation offers a "stepping stone" to using the mock trial.

a. The simulation can be played with any size class. The diagrams are based on thirty students.

b. Divide the class into ten groups of three.

c. Have each child in group decide upon a role-judge, plaintiff, or defendant. They will rotate roles for three rounds in the first part of the simulation.

d. Read a brief statement about each role.

e. Choose one case from those given and distribute only the facts of the case to all of the groups. Do not disclose the **Issue** or the **Decision** at this time.

f. Have the children role-play within their individual groups. The plaintiff speaks first, and then the defendant. The judge may ask questions before he makes his decision and gives his reason.

g. Have judges explain decisions to the whole class.

h. Read **Issue** and **Decision** to class. In order to receive the decision of each case, you may write the Law Focus Office in Norman for the ditto "pro se court." These are offered as samples and are not to be taken as absolute.

i. Rotate roles and repeat the process twice with a new case each time.

j. The following questions are suggested for debriefing the simulation:

(1) Which is the most difficult role to play? Why?

(2) How well (realistically) did the participants play their roles?

(3) What were the issues of this case?

(4) Were the judge's decisions "fair"?

This simulation may be role-played the following day:

a. Divide class into groups of six.

b. Explain that three new roles will be added to the three played in the prior simulation: attorney for plaintiff, attorney for defendant, and observer. Read the descriptions of each.

c. Assign these six roles to each group: judge, plaintiff, defendant, attorney for plaintiff, attorney for defendant, and observer.

d. One case can be role-played.

e. Distribute the case to the plaintiff and his attorney, and to the defendant and his attorney. They should have five minutes to prepare their case apart from the judge and observer. During this five minutes, you should meet with the judge and observer to go over the roles.

f. Role-play the pro se court according to the following steps:

(1) Attorney for plaintiff presents his case.

(2) Attorney for defense presents his case.

(3) Judge may ask questions.

(4) Decision and reasoning by judge.

(5) Observer reports.

8. **Jury Game:**
This activity has been designed to provide students and adults with an opportunity to experience some of the situations which are a common part of a trial lawyer's job. Students and lawyers will participate in a simulation activity based on jury selection. Students will have the opportunity to choose and play the role of potential jurors, attorneys, and clerk-reporters.

[2]**Law in American Society**, Vol. 2, No. 2, May 1973.

9. This game is designed to provide students an opportunity to experience the role played by the jurors in the legal system. They will hear testimony given by witnesses and be required to weigh the evidence, grapple with the issue of credibility of witnesses, listen to the charge to the jury by the judge, and ultimately be asked to render a fair and impartial verdict based on the evidence presented and the existing law. This activity also provides a full discussion after the trial is over.

10. Law Dominoes
This is an activity to help students learn legal vocabulary. The teacher selects the vocabulary words to be studied and makes a set of dominoes from tag board or some other sturdy material. To make the dominoes, draw a line across the center of the domino and put a picture on one end and the vocabulary word under it. On the other end, place a definition of another word. Continue until both a picture and a definition for each word have been placed on every domino.

Game Rules:

a. Number of players: two, three, or four.
b. The players put all dominoes face down on a desk and mix them up.
c. Each player chooses five dominoes.
d. The first player turns one of his dominoes face up on his desk.
e. Taking turns, each player tries to match an end of one of the dominoes he holds with those lying face up on the table.
f. Players can add dominoes only when they have a definition that correctly matches a picture. No section of a card may be matched more than once.
g. If a player cannot make a match from the dominoes, he holds, he draws from the face-down pile until he finds a domino that matches.
h. After all the dominoes in the pile are used, a player who is unable to make a match must miss his turn.
i. At the point in the game that all dominoes have been drawn from the pile and no player can make a match, the player with the fewest dominoes wins. A player also wins by being the first to match all his dominoes.

Vocabulary for Law Dominoes:

attorney	honorable	prosecutor
bailiff	judge	reporter
brief	jury	spectator
clerk	object	sustained
courtroom	overruled	verdict
cross-examine	plaintiff	versus
defendant	presiding	witness
examine		

Another game to be played is to give students this list of words, and have them look up the words and give them a hand-out sheet with similar definitions to fill in the blanks with the words which the statement defines. This activity can be integrated with language arts activities or reading.

Vocabulary:

manslaughter	extort	usury
perjury	swindler	bigamy
embezzler	assault and battery	fraud
plagiarism	forger	mayhem
slander	subpoena	blackmail
premeditation	assault	libel

11. Play the role of a judge: For more details, see **You Be The Judge,**[3] a book using thirteen famous legal cases. Sidney B. Carroll asks the reader to come to his own decision of what is fair. This would be a very good strategy to use with your group of students just before going into your mock trial.

12. Pop-Up Picture of Courtroom:

a. First Day — Study vocabulary.

[3]Carroll, Sidney B., **You Be The Judge.** Lothrop, Lee and Shepard Co., New York, NY.

b. Second Day — Make pop-up picture.

c. Third Day — Make up a mock trial together.

(1) Class lists facts together — who, what, when, where, how, etc.

(2) Writes questions.

(3) Lists witnesses.

(4) Assigns roles — twelve in jury, two attorneys, defendant, plaintiff, judge, clerk, bailiff, reporter and witnesses. (All of the class should copy and keep this information.)

(5) Attorneys meet with clients and witnesses to prepare brief. (The jury, bailiff, judge, clerk, and reporter will do other assignments, i.e., playing vocabulary game, making a robe, reading instructions to jury, studying their roles and then doing "It's the Law" or "Whom Does the Law Blame If" or look at film strips in individual viewers.)

d. Fourth Day — Mock Trial.

The first step is to review facts together. Don't worry if the first trial turns out to be a Kangaroo Kourt. They will gradually learn, and the novelty will wear off.

e. Fifth Day — Discussion of the trial.

Show transparencies of court systems. Discuss going to a higher court or doing the same trial again before a different judge.

f. Sixth Day — Same trial again.

g. Seventh Day — Planning trip to courthouse.

Make a map of your city and trace the trip to the courthouse. Discuss questions to ask the judge.

h. Eighth Day — Trip to courthouse.

i. Ninth Day — Final discussion.

Put a large piece of white paper on the board with "I learned on the trip to the courthouse that . . ." and let students write with a felt marker their comments.

UNIT VIII

FUTURE WORLD — FUTURE LAWS

Objective:

To describe the need for specific laws; to distinguish between fair and ambiguous laws; to illustrate a discriminatory law; to define conflict; and, to write laws that are reasonable, necessary and fair.

Note: The world of the future will be shaped by the students of today. Because laws are not automatically clear and fair, students, as citizens of the future, will need to recognize what makes a "good" law and to develop an understanding of the need for laws in the future and to speculate on what life will be like in the 21st century.

Activities:

1. "There Ought to be a Law" Poster #9 from **Learning** magazine.

   Students explore the basic function of laws by looking at the poster of Lawlessville and telling what laws are needed. Also, they listen to the story of Lawless Town and place characters on a continuum.

2. "Is It Fair?" Poster #10 from **Learning** magazine.

   Discuss all the different unfair laws.

3. No Vehicles in the Park.

   Discuss problem of ambiguity and complex language in a law.

4. To demonstrate how hard it is to write a clear law, have students first write out directions to something

common like how to tie a shoe lace and how to play Tic Tac Toe. Then have them read their directions as someone follows them. Then students attempt to write clear laws themselves. Example: Write what you think should be the most important law in the world, or in school, or at home. Students then criticize the laws.

5. Discriminatory Laws:

   Discussion of stereotypes and discrimination against women, long-haired teenagers, etc. Students in groups of two make up rules that encompass or apply to both of them and rules that distinguish between them.

   Have a discussion of stereotypes, discrimination against women, ethnic groups and long-haired teenagers. Class will number off in groups of four with boys and girls numbering separately. Students then group with two boys and two girls in each group.

   a. Each group makes up rules that encompass each sex and rules that distinguish between them.
   b. Then each group makes up rules that encompass all ethnic groups and rules that distinguish between them.
   c. Make up rules on appearance of teenagers, rules which the students want for teenagers to follow regarding dress and appearance.
   d. Have a sharing time when each group (through a leader) expresses that groups' feelings and the laws they wrote.

6. Fall-Out Shelter Game:

   The world has been destroyed and ten people are in a fall-out shelter with food and air for six. Students choose which six will remain.

7. Island Game:

   Students stranded on an island discover the obvious need for rules and organization as they attempt to figure out what to do.

8. **Living As World Neighbors** Textbook:

   Chapter 1 — how did early laws and rules develop?

9. "Why We Have Laws" film and discussion.

10. Future World Activity:

    a. Elect a recorder who will write down all things your group decides.
    b. Name your country. (On a world map, locate and name your country.)
    c. Name five cities and place them on your map. (Keep in mind that cities should be located close to natural resources and/or transportation routes.)
    d. Indicate with a star which city is your capital.
    e. Name the river flowing through your country if the river starts in your country.
    f. Name any mountains, deserts, lakes, etc., that may be found in your country.
    g. Name any oceans, bays, or gulfs that may border your country.
    h. Make up fifteen laws for your country that you think will be needed 25 years from now. Give reasons for each law. Tell the punishment for breaking each law and tell who will decide whether to punish a person — a president, a chief, a committee, a leader, or whomever you choose.
    i. The class will criticize each group's laws and vote on the most acceptable one.

Materials:

1. "Why We Have Laws" film — available from Law-Focused Curriculum Office.

2. **Learning** Poster — "Human Rights and the Law" — available from Law-Focused Curriculum Office.

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INTRODUCTION

UNIT IX

WHY WE HAVE LAWS

The following units are to be used on the secondary level, but with some changes might be used on the elementary level. It is hoped that these model units will serve as a springboard for each teacher in developing their own law-focused curriculum.

Objective:

To understand that laws are the formal agreements necessary to provide order, services, protection, settle disputes, and insure freedom for all in view of the following concepts:

1. Without laws, only the strongest is free. (Law of Nature.)
2. The law of nature exists today between nations.
3. Too many rules or laws limit freedom until no one is free.

4. A balance of laws is necessary to provide freedom for all citizens.
5. Every group must have laws and government.
6. Collective services which individuals cannot feasibly provide for themselves are provided by laws.
7. Laws provide orderly settlement of disputes between individuals.
8. People living in our modern society need laws to guide and coordinate their activities.
9. Laws affect everyday life.
10. Laws discourage antisocial behavior such as theft.

Vocabulary:

"Law of Nature"	anarchy	freedom
police state	law	government

Activities:

1. Play "Buckle Game" to show the need for laws (rules) to establish order.
2. Continuum Game:
   a. I like to make my own rules.
   b. Students need rules in the classroom to make them behave.
   c. I would prefer to have no government.
   a. I like my parents to make the rules.
   b. Students in junior high are responsible enough to behave properly.
   c. I prefer lots of government.
3. Class discussion of the "Law of Nature."
   Most students have heard the phrase before. Point out that the strongest can do anything he likes: he is the only one with that freedom. Then apply the law to the classroom:
   a. What would happen to _____ if he had $10.00 and the law of nature was operating in our classroom?
   b. What would happen if the ninth graders across the hall came in here?
   c. In our city if we had the Law of Nature . . .?
   d. Who is free with no laws?
4. View the filmstrip, "It's A Free Country."[1]
   a. Write a paragraph telling what school would be like if there were no rules.
   b. What rules govern the activities of nations?
   c. What is "international anarchy"?
   d. Can there be freedom without rules? Explain.
5. View the filmstrip, "Too Much Government?": (Eyegate)
   a. Write a paragraph telling what school would be like if there were too many rules.
   b. What is a "totalitarian dictatorship"?
   c. Is there any freedom when one man (or group) has all the power? Explain.
   d. What must the dictator do to retain his power?
   e. Have we ever had too much government here in the U.S.? Explain.
6. Draw two cartoons showing how life would be with no government and two cartoons showing how life would be with too much government.
7. Make a list of rules you would have if you were the head of a family.
   a. Would you have to enforce some of the rules? Why?

[1] "It's A Free Country" filmstrip, Eyegate.

b. What would you do if a member of the family thought one rule was unfair?

c. Would you be willing to change a rule to suit someone else?

8. Play "Mindwalk" game.
Have each student write a one day biography telling his activities from waking through going to school till going to bed. Have several students read their paper while the class stops them each time something they have done is affected by law. Then have students number from one to eleven on paper, and tell how law is involved at each point marked in the following story. (See appendix VIII.)

9. Read the following story and in a class discussion, ask students to evaluate (1) how equitable it would be to solve a problem in each of the following ways; and (2) whether the dispute would irrevocably be settled: coin flipping, fighting, turning to a friend of one of the disputants, taking the dispute to an official court.

   Jones has stolen Smith's watch and sold it to Clark, who innocently believed it was Jones' to sell. Jones is nowhere to be found, and now Smith and Clark lay claim to the watch.

10. Use material from American Civics.[2] Make a list of ten services (or more) provided by government.

11. Draw a continuum. Mark where you stand. Tell how much government you prefer and **tell why.**

    No government_____x_____Lots of government

Optional Activities:

1. View the filmstrip, "The Fine Line."[3]
   a. Did the founding fathers ensure that no one branch of government would gain too much control?
   b. How has the fine line been maintained through the years?
   c. What is the purpose of the police?
   d. What must the police protect to preserve the fine line?
   e. Is the fine line always clear? Explain.
   f. What groups' rights must be protected?
   g. How can the balance between too much government and too little government be preserved?

2. Make a collage of pictures that come to your mind when we say "law."

3. Draw a full page picture of the school hall, cafeteria, or classroom without rules. Tell what needs to be done and who should do it.

4. Use material from **Crime and Justice.**[4]

5. Write a list of standards and fire safety rules you would need as directives for people who run public schools. Investigate your school's compliance with fire regulations. (Head custodians and administrators are good sources.) Invite the local fire chief to discuss the question of enforcement of fire safety rules.

6. Read "Mindwalk II." (See Appendix IX.) Number one — eleven on your paper, and tell how law is involved at each point marked in the story.

7. Write a report on one of the following systems of law:

   Code of Hammurabi
   The Koran
   Deuteronomy
   Code of Napoleon
   Soviet Constitution

8. Imagine a visitor from another planet has asked you what the word "law" means. Write a paragraph telling how you would explain this concept to him.

9. Make a collage of newspaper pictures which illustrate the threat of law as a deterrent of wrongdoing. Analyze the pictures as to the effectiveness of the threat.

[2] **American Civics.** Harcourt, pp. 18-22.
[3] "The Fine Line." filmstrip, Eyegate.
[4] **Crime and Justice.** Justice in Urban American Series, Houghton-Mifflin, pp. 2-6.

UNIT X

THE CONSTITUTION

Objectives:

To understand that we make laws to protect our basic values.

Activities:

Discuss as a class what the term "basic value" means (things that **most** Americans value). Give a list of values, children will then determine which ones are basic to most Americans. (See List of basic values from **The American Legal System Unit IV).**

Discuss in groups the Bill of Rights. (See list of 4 different bills of rights from **The Juvenile & the Law)**

A. Which society offers most to its people and why?

B. Would you like to live in that society?

C. Which society seems to be the earliest in time? Give reasons.

D. Which society appeals most to students? Why?

E. Who do you think wrote each bill of rights, i.e., government, citizens, youth, etc?

Film — Bill of Rights

Materials: The American Legal System Unit IV and **The Juvenile & the Law.**

Topic: Bill of Rights

Objective:

To familiarize students with rights contained in amendments to Bill of Rights

Activities:

1. Amendment I. Read and discuss **Ray Brown** activity and **W. Virginia vs. Barnett.** Divide children into groups of three; each child should take part of judge, Ray Brown, or school administrator. After small group discussion and decisions, whole group shares ideas.

2. Same technique may be used for **W. Virginia vs. Barnett** case. Amendment II.

3. Each chlid does at least one interview with an adult concerning right to keep and bear arms. Some questions might be: what kind? under what conditions? exceptions? After interviews, tally results and discuss them as group.

4. Amendment III. Role-play situation where soldiers demand food and lodging. Discuss feelings of citizens and soldiers and possible solutions. (Doesn't it make a difference if these soldiers are yours or another country's, if there is war, etc.?)

5. Amendment IV. Read selection to group concerning "selective search of lockers" and questions that follow. May use inner-outer circle technique.

Material: Law in A New Land, p. 45.

6. Amendment V. Use role play situation described in **Juvenile Problems and Law,** p. 45, to determine what one is required to say and what one shouldn't say when questioned. Follow with definitions and seek and find, p. 47.

7. Amendment VI. Discussion of **Gideon vs. Wainwright** with emphasis on changing law. Discussion may include **Betts vs. Brady** (reverse decision).

8. Amendment VII. Brief discussion (controversies between private citizens which exceed twenty.)

9. Amendment VIII. Discussion of cruel and unusual punishment. Invent several crimes and have children in small groups determine punishment; discuss others' determinations with whole group, emphasizing the punishment which fits the crime. (May bring up capital punishment.)

10. Amendment IX and X. Discuss rights not listed Constitution, but retained by people or state.

11. Briefly explain XI and XII.
12. Civil War Amendments XIII, XIV, and XV. Read and use suggested activities from **Law in a New Land.**
13. Explain Amendments XVI — XXVI. Emphasize XVIII and XXI, and why it was repealed. In what ways is liquor restricted now? What is an unenforceable law? What can we do about it?
14. Proposed Amendment XXVII. Read and discuss information about ERA. (Available at the Law-Focused Curriculum Office, Norman.)
15. Write a Bill of Rights for classroom or school or reading group, etc. Small groups write proposed amendments to be passed or rejected by total group.

Materials:

1. **Civil Liberties Today,** pp. 14-15
2. **You Can Change the Law,** p. 75.
3. **Law in a New Land,** pp. 49-71.
4. American History book dealing with Civil War period and these amendments.
5. **Layman's Guide to Individual Rights Under the U.S. Constitution.**

UNIT XI

THE BILL OF RIGHTS — PART 1

Objective:

To understand the following concepts:

1. The first ten amendments to the constitution are known as the Bill of Rights.
2. The Bill of Rights protects us from the federal government.
3. The 14th Amendment extends this protection to citizens from the states.
4. Decisions of the Supreme Court have enlarged and expanded the meaning of the Bill of Rights.
5. Freedom of Speech is essential to a free society.
6. Free speech may be limited when the speaker endangers national security or starts a riot.
7. Free speech does not give the speaker the right to slander.
8. Wearing black armbands was a legitimate form of Freedom of Speech for the Tinker children.
9. The founding fathers intended that there be a separation of church and State.
10. Religious instruction cannot be given in a public school building.
11. The right not to believe in God is protected by the Constitution.
12. Prayer and Bible reading cannot be required in public schools.
13. The government has the right to restrict some religious practices.
14. Children cannot be required to say a pledge when it conflicts with their religious belief.
15. Freedom of the Press does not give the right to libel.
16. Public officials do not have the same rights to collect damages for things printed about them as do private citizens.
17. Newspapers must intend malice for libel to be proved.

18. A fair trial must include an impartial judge and jury, right to be defended by counsel, right to confront witnesses, open trial, right to subpoena witnesses in one's behalf.
19. A defendant may be provided a lawyer if he can't afford one himself.
20. Freedom of the press may be restricted in order to insure a defendant a fair trial.
21. A person is not entitled to equal representation of his race on the jury which tries him.
22. A law must be written so that it does not discriminate by race or religion.
23. Police must have a warrant to search a person's home.
24. Segregation by race is a denial of equal protection of the law.

Activities:

1. Read **American Civics,** pp. 146-151.
   Tell briefly what are the freedoms guaranteed by the Bill of Rights.
2. View filmstrip, "The Growth of the Constitution" and answer the following questions:
   a. What methods may be used to amend the constitution?
   b. What does due process guarantee?
   c. Does the Bill of Rights apply only to citizens?
   d. Why was it felt necessary to include a Bill of Rights?
   e. May the right to a writ of Habeas Corpus ever be suspended?
   f. What human rights do the amendments protect?
3. View the film, "The Great Rights."

   Discussion: Could our rights ever be taken away by the government?

   Why not? What is essential to a free society?
4. View the film, "Freedom to Speak" **(the Feiner Case.)** Brief the case, using the following outlines:
   a. Facts
   b. Issues
   c. Decisions
   d. Holding
   e. Importance to us
5. View the film, "Justice Under Law/Right to Counsel" **(the Gideon Case).**
   Brief the case.
6. View the film, "The Schempp Case: Bible Reading in Public Schools" **(Abington vs. Schempp).** Brief the case.
7. View the film, "Free Press vs. Free Trial: The Sheppard Case." Brief the case.
8. View filmstrip-tape series, "Justice and the Law." Discuss and answer questions in the kit.
9. Read pages 246-247, "An Example of Freedom" in **Of, By and For the People.** Find eight rights guaranteed to us under the constitution that are violated in the story. Tell how each of the violations is prohibited by the constitution.
10. Brief the following cases in **Crime and Justice:**
    a. Escobedo vs Illinois
    b. Miranda vs. Arizona
11. Read the **Berger Case,** pp. 63-64, in **Crimes and Justice** and **Camera,** pp. 60-62, in **Crimes and Justice.** For each case, students should discuss whether they agree with the decisions and explain their answers.

Optional Activities:

1. Class Activity: "Whatta Lotta Hooey U" (Handout).
2. Write a one-page essay on one of the following topics:
   a. Are there limits to free speech?
   b. Why is freedom of speech essential to a democratic society?
   c. Do you think school children have constitutional rights?
   d. Does the government have the right to demand that a person who seeks to qualify as a conscientious objector must be a member of an organized religion?
   e. Obscenity or free expression: Should the government censor magazines and movies?
3. Write a report on John Peter Zenger and his contribution to **Freedom of the Press.**
4. Read and write a report summarizing Henry David Thoreau's "Civil Disobedience." How are Thoreau's main ideas related to the principle of Freedom of Expression?
5. Read the following cases in **A Civic Casebook: Spano vs. New York, Escobedo vs. Illinois, Robin vs. California,** and **Breithaup vs. Abram.** For each, students should tell whether they think the man was forced to confess (testify against himself) and explain.
6. Various cases in **Great Cases of the Supreme Court** can be selected which deal with the Bill of Rights. These can be read and discussed. There are study questions with each case.

Materials:

1. **American Civics.** Harcourt.
2. "The Growth of the Constitution." Filmstrip House.
3. **Freedom to Speak/The Feiner Case.** Encyclopaedia Britannica.
4. **Free Press vs. Fair Trial: The Sheppard Case.** Encyclopaedia Britannica.
5. **Justice Under Law: The Gideon Case.** Encyclopaedia Britannica.
6. **The Schempp Case: Bible Reading in Public Schools.** Encyclopaedia Britannica.
7. **Justice and the Law.** Pathescope Educational Films, Inc.
8. **Crimes and Justice.** Justice in Urban America Series, Houghton Mifflin Co.
9. **Of, By and For the People.**
10. **Your Rights and Responsibilities as an American Citizen: A Civic Casebook.** Boston: Ginn and Company.

Objective:

To help students further understand the Bill of Rights in terms of the following concepts:

1. The pros and cons of an all powerful government.
2. Individual conflicts that develop because of religious practices and beliefs.
3. Trial procedures.
4. Proposed changes in religious practices in the schools.
5. Proper search and seizure procedures.
6. The manner in which changes are made by Supreme Court decisions.
7. Conflicts between the protections provided by the law.
8. Due process and recognize the many interpretations it has provided.
9. The limitations of enforcement procedure.

10. The differences between adult and juvenile procedures.

Vocabulary:

abridge	appeal	assault
bailiff	breach of peace	clear & present danger
conscientious objector	dissenting opinion	defendant
due process	exclusionary rule	felony
habeus corpus	libel	majority opinion
misdemeanor	petit jury	plaintiff
police power	search warrant	slander
self-incrimination	stop and frisk	writ of certiorari

Activities:

1. Read the first eight amendments.
2. Use a continuum to introduce a discussion on how much power the government should have.

Government Control

No Control _____ x _____ Complete Control

3. Religion
   a. Discuss what conflicts develop over religious practices.
   b. Have six students give the facts in the following cases and role play the defendant in each case: **Engel vs. Vitale, W. Va. Board of Education vs. Barnette, Murray vs. Curlett, Wisconsin vs. Yoder, U.S. vs. Seeger,** and **People vs. Woody.**
   c. After a discussion, have the students give the Supreme Court decisions. Show the film **The Schempp Case.**
   d. Have students discuss to allow for prayer and/or Bible reading in the schools.
4. Expression
   a. The teacher gives a short lecture on the **Zenger Case** and asks students to discuss criticism of government officials.
   b. Show film **The Feiner Case.**
   c. Explain "clear and present danger" test for speech.

      Allow students to have a mock trial using **Edwards vs. South Carolina** (Script, **Great Cases of the Supreme Court,** p. 115).
   d. Have students compare the decisions in the **Feiner Case** and the **Edwards case.**
   e. Have two students explain the case of **Tinker vs. Des Moines School District** and the case of **Adderly vs. Florida.** The class is to act as judges, and each student will write a decision for each case. Comparing decisions, they then will choose two to write an opinion for the majority and two for the minority.
5. Search and Seizure
   a. Have students read the Fourth Amendment and list the requirements for a search warrant.
   b. The teacher will discuss **Mapp vs. Ohio** and explain the extension of the protection to the citizens from state police.
   c. Ask a police officer to attend class to discuss **Terry vs. Ohio.** Ask the officer to be prepared to answer questions on local procedure for stop and search.
6. Rights of the Accused
   a. Read Amendments V, VI, VII, and XIV.
   b. Discuss these amendments and emphasize the extension of these rights through the Fourteenth Amendment.
   c. Ask a judge to discuss with the students due process and the right to trial.

finding a job that the individual will like. Now the student will locate a job which he or she must keep throughout the game. After the student finds a job, the teacher will discuss and explain labor laws, contracts with employment agencies, workman's compensation and Social Security.

2. Making a budget. Students should now start a notebook to include the results of each assignment. First entry would be his job and salary. Now the student should be instructed in preparing a budget, including rent, utilities, car loan, taxes, food, entertainment, medical, and insurance expenses. Discuss garnishment, debts, and the proper use of credit.

3. Housing. The student now must find a place to live and should use newspaper want ads as a classroom activity in locating a dwelling place. Students should learn to use the want ads and also real estate listings. Discuss equal housing, landlord-tenant relationship, and leases.

4. Taxes. Send off to Internal Revenue Service for complete workbooks and guides.

5. Insurance. Have an insurance agent come to discuss different types of insurance and the manner of regulating the industry in Oklahoma. Students should now get quotations or estimates for the types of insurance they need and include this in their budget.

   Note: Teacher can at this point declare a disaster: either a broken arm, an automobile wreck, or home fire. If student does not have coverage, he must pay out of his budget. Students may add insurance coverage at anytime.

6. Marriage.
   a. Legal responsibilities and qualifications for marriage. Look up State Statutes.
   b. Discuss Common Law Marriages. What are they? Are they valid? How are they terminated?
   c. Divorce. Look up grounds for divorce in this state. Have a lawyer explain divorce procedures. Discuss no-fault divorce.

Vocabulary:

marriage license	common law marriage	alimony
parental consent	breach of promise	
the domicile	divorce	
separation	annulment	

Resources: (speakers)

home economics teachers	counselor	clergyman
marriage counselor	lawyer	

7. Budget. Plan a new budget that includes both partners' salaries and expenses.

   Note: If salaries are unknown or two members of the class do not pair up, devise an imaginary salary and job for an "assumed spouse." Also, decide if the residence must be changed. If so, go back to #3. Other adjustments, such as expenses for furniture, insurance, and food will be examined.

8. Parenthood.
   a. Class will discuss whether all married couples should have children. As part of discussion, class should consider the following topics: birth control, religion, parental pressure, and finances.
   b. Cost of birth. Each student will do research to find out how much it costs to have a child and include these considerations: doctor's bills, hospital, baby furniture, baby clothes, State aid, and others.
   c. Cost of raising a child. The couples will now research what it cost to raise a child till age eighteen. Teacher and class will discuss parents' responsibilities to provide for the child as stated by law.
   d. Adoption. Speaker to consider what is involved, state law procedure.
   e. Juvenile law. Speaker — lawyer, or children's judge to discuss state law as it applies to juveniles. Discuss Juvenile Court and peer pressures.

d. Show the film the **Gideon Case.** Discuss **Betts vs. Brady,** and indicate how the Supreme Court reverses a previous decision.

e. Ask a lawyer from the District Attorney's office and a trial lawyer to discuss the procedural due process.

f. Show film **Under Arrest.** Use as a discussion on police procedure and the Miranda rights.

g. Ask a police officer to discuss "custodial arrest" and give him questions the class has submitted on local arrest procedures.

h. Show the film **Free Press vs. Fair Trial.**

i. Ask a local newspaper man to discuss "public's right to know" and local newspaper policy for printing names and news stories about juveniles.

j. Ask a judge to discuss juvenile court and reasons for its establishment and present changes due to **The Re Gault Case.**

UNIT XIII

THE LAW AND YOU

Objective:

To give students a basic understanding of the laws affecting them most directly and to prepare students for the lives they will live after graduating from high school, by making them aware of what is involved in finding a job, marrying, locating a place to live, having children, preparing a budget, signing a contract, filling out income tax forms, selecting insurance policies, and dealing with death.

Vocabulary:

job application
labor laws
lease
landlord
budget
tenant
want ads
void
contract
exemption
deduction
utilities
insurance
whole life
term
health insurance
life insurance
employment agency

Resources: (speakers)

employment counselor
real estate agent
lawyer
I.R.S. agent
insurance agent

Materials:

Internal Revenue: Service teaching aide
Sample budgets
Sample lease
Sample job application form
Sample contract
Credit application

Activities:

1. Finding a job. Class will discuss how to find a job, where to look, qualifications that are necessary, and

Vocabulary:

pediatrician	childbirth	immunization
health insurance	juvenile	Public Health Department
maternity	adoption	birth control
day-care center		

Resources: (Speakers)

welfare worker	doctor	juvenile case worker
nurse from the Public Health Department	lawyer	

9. Dealing with death.
   a. Why do people talk about death? Discuss how death is treated in our society.
   b. Estate Speaker — lawyer, class discussion. What becomes of the spouse's estate. Does the wife always get the husband's estate? All? Part? What may the children receive? What is the best way to make sure your estate goes to whom you wish?
   c. Shopping for a funeral. Have students get funeral estimates. Be sure to include all costs. Discuss ways to lower the expense of a funeral. Also discuss why some who cannot afford a large funeral have it anyway. Discuss alternative forms of disposal.

Vocabulary:

will	probate	funeral
estate	inheritance tax	

Resources:

lawyer	funeral director	sample will

UNIT XIV

WHY DON'T WE HAVE MORE INDIVIDUAL FREEDOM?

Objectives:

To understand that indivudal freedoms, under the Bill of Rights and Amendments XIII, XIV, XV, XIX, and XXVI require personal, social, and institutional responsibility and to teach that "responsible behavior" is synonymous with "answerables" or "accountable behavior." (Specifically, every act has some kind of consequence.)

Activities:

1. Read freedoms listed in the Bill of Rights and Amendments 13, 14, 15, 19 and 26. Ask the students to select two or three of these freedoms and give a written explanation of what they must do to keep these freedoms.

2. Provide two handout sheets, "A" and "B". (See Appendix X) Handout sheet "A" is to be headed "Responsible Behavior by Individuals, Groups, and Institutions to Support Individual Freedoms." Divide this sheet into three equal sections. Label section 1, **By Individuals;** section 2, **By Groups;** and section 3, **By Institutions.** Ask the students to list as many individuals, groups, and institutions which have supported individual freedoms as they can under each category.

   Handout sheet "B" is to be headed **Irresponsible Behavior by Individuals, Groups, and Institutions that Limited or Injured Individual Freedoms.** Divide sheet into three equal sections. Label section 1, **By Individuals;** section 2, **By Groups;** and section 3, **By Institutions.** Ask the students to list as many individuals, groups, and institutions which have limited or injured individual freedoms as they can under each category.

3. Ask a student to list the three categories on the board: "Individuals," "Groups," and "Institutions." Then ask the student to list the students responses from their own lists.

4. After the board list has been completed, determine the reasons for distinguishing the various individuals, groups, and institutions in each of the three categories as supportive of, or injurious to, other individual freedoms. As reasons are provided, ask student at board to list the **kind** of freedom being supported or injured. Political freedom? Economic freedom? Religious freedom? etc.

5. Students move into groups of five to seven. Provide Handout "C" (see Appendix XI) to each group with this question for discussion: Should the government assume responsibility for those in society who:
   a. have lost their jobs and find they cannot get another?
   b. decline medical insurance, or cannot get it, and then face a medical disaster?
   c. enter a business venture with their life savings and the business fails?
   d. do not earn enough to provide for basic needs?
   e. want to improve their education but cannot because of inadequate funds?
   f. are orphaned as children?
   g. do not know what foods are healthful and what foods are not?
   h. will sign a contract for goods or services but do not understand the terms of the contract?
   i. cannot buy a suitable house for their family?
   j. need special job training but cannot pay for it?
   k. need special medical services but cannot pay for them?
   l. are refused job opportunities because of race or sex?
   m. need an attorney but cannot afford one?
   n. have uninsured goods destroyed by natural disasters?
   o. want to practice certain religious beliefs but are stopped by their community?

(See Appendix XII for government responses to some of these questions.)

6. Have each group defend logically its position on each of the items listed and the consequences of their choice on the handout. Have each group decide which of these position statements is most representative of that group's belief:
   a. A government must be responsible to the needs of all people — the strong, the weak, the rich, the poor, the industrious, the lazy, the talented, and the handicapped.
   b. A government must be responsive to the needs only of those who are able, willing, and qualified to earn what they receive.
   c. A government should be neutral to people's needs because dependence upon government aid stifles personal responsibility to develop one's own skills.

Evaluation:

Write two or three sentences on each of the following items, explaining what you must do to keep that freedom:

1. Freedom of speech
2. Freedom of assembly
3. Freedom of press
4. Freedom of religion
5. Right to privacy
6. Right to life
7. Right to a speedy and fair trial
8. Right to vote
9. Right to reasonable bail, fines, or punishments
10. Right to not be tried again for the same crime

UNIT XV

REFORM IN THE LATE 19TH CENTURY

Objectives:

To enable the students to do the following:

1. Explain the evolution of business organizations from single ownership through corporations.
2. Defend both the pro- and anti- big business points of view.
3. Discuss the excesses involved in business organizations such as trusts, holding companies, interlocking directories, pools, etc.
4. Compare conditions existing in the late 1800's with those today.
5. Participate in the law-making process.
6. Obtain information on reform groups other than that found in textbooks.
7. Define problems and behaviors characteristic of the group studied.
8. Match the problems of the era with the solutions and explain them.
9. Re-enact activities of the era to better articulate the different viewpoints.

Vocabulary:

Business
capital
corporation
monopoly
pool
trust
holding company
Sherman Anti-Trust Act
Clayton Anti-Trust Act
U.S. vs. E. C. Knight
John D. Rockefeller
Interlocking Directorates

Labor
company town
Chinese Exclusion Act
Contract Labor Law
American Federation of Labor
Samuel Gompers
strike
Craft-Industrial Union
blacklist

Farm
co-operative
Munn vs. Illinois
Wabash, St. Louis, Pacific, vs. Ill.
Interstate Commerce Act
Bland Allison Act
Sherman Silver Purchase Act
grange
farmers alliances
populist party
William Jennings Bryan

Women
suffrage
Seneca Falls Conventiion
Susan B. Anthony
Elizabeth Cady Stanton
Jane Addams
WCTU
19th Amendment

Activities: (Business)

1. Have a class discussion on businessmen such as Rockefeller, Carnegie, Morgan, etc. Ask class to list their activities under either Robber Baron (bad connotation) or Industrial Statesman (good connotation).
2. Have students write major corporations and ask for information on their founding and growth. Use this information as a basis for class discussion.
3. Obtain a Sears and Roebuck Catalog from around the turn of the century. (1905 catalog available from Miles

Kimball, Oshkosh, Wisconsin, 54901, for $3.95) Have students compute the cost of setting up a farm from catalog prices. Also discuss how this catalog was such a boon to rural dwellers. Use the catalog as a basis of comparison with today's prices and merchandising.

4. Have a group study and re-enact the **U.S. vs. E. C. Knight** sugar case. One group should represent the Knight Co. with the view that it is not a monopoly because it does not control 100% of the sugar trade. The second group should represent the smaller sugar producers and consumers.

5. Divide the class into groups of four or five. Have each group set up a business. Start it as a partnership and make it so prosperous that it must incorporate to have enough capital to expand. The students should be as informed as possible about the problems and strong points found in each type of business.

6. Have students interview or bring to class those who represent single ownership, partnership, or corporate business organizations. Ask them to discuss the advantages and disadvantages found in each form of organizations.

7. Railroad Game. Taken from **The Railroad Era.**

Activities: (Farm)

1. Have class members interview farmers on subjects of their choice.

2. Class discussion on **Munn vs. Illinois** and **Wabash, etc. vs. Illinois.** Discuss the significance of the rulings and the difference in interstate and intrastate commerce.

3. Have students re-enact **Munn vs. Illinois.** One group should portray attorneys representing the railroads and arguing that fixing elevator charges and railroad rates denies them property without due process as provided for in the 14th Amendment. The other group should represent the state of Illinois and argue that the state can do anything necessary to protect the lives, health, welfare, and safety of its citizens.

4. Hold a Populist party convention to nominate William Jennings Bryan for President and set up the Populist platform. Have the students dress and make posters appropriate for the occasion.

5. Have students prepare reports on such colorful figures as Bryan, Mary Ellen Lease, "Sockless Jerry" Simpson, Ignatius Donnelly, or Tom Watson.

6. Invite farm speakers to class. Officers or members of local farm co-ops, older farmers in the area, officials of local farm bureaus, or other farm organizations are suggested.

7. Farm Game. A simulation game available from Involvement. (Can be found in the Social Studies School Services catalog.)

Activities: (Labor)

1. Continuum on the Right to Strike. The extremes are as follows: Never any right to strike and absolute right to strike anytime. Use any profession or job you can think of.

2. Students interviews with friends or relatives who are union members.

3. If a strike is in progress near the school, send a group to interview those on the picket lines.

4. Debate: One group should represent the business interests in the late 1800's and discuss why the tactics used are in the best interest of the country. A second group should represent labor and the problems it faces.

5. Invite local union leaders to speak to the class.

6. Have students write letters to the national headquarters of the AFL-CIO and other national unions for literature and histories of the unions.

7. Have students read for class discussion articles depicting labor problems in the late 1800's.

Activities: (Women)

1. Report on activities of leaders of the women's movement such as Susan B. Anthony, Jane Addams, Elizabeth Cady Stanton, etc.

2. Have students write a newspaper account of a woman suffrage meeting from the point of view of a pro-suffrage woman and man and an anti-suffrage woman and man.
3. Have students research for class discussion the rights and activities of women in the late 1800's.
4. Use #3 as a point of comparison and invite leaders of woman's rights groups to come and discuss their activities.
5. Continuum: Equal rights for men and women vs. separate laws for men and women.

Activities: (General)

As a wrap-up for the unit, divide the class into four groups and hold a mock Historical Congress. Have each group write bills that either were passed or might have been introduced between 1865-1900, to aid farmers, laborers, business, or women. The women's group may introduce legislation and demonstrate but may not vote unless they acquire this privilege by a 2/3 vote of the remainder of Congress. All bills must pass by a 2/3 majority, and farm and labor may not vote together on any measure in opposition to business. Allow time before the Congress opens for groups to make deals and line up votes on the bills.

Open the Congress by electing a Speaker of the House and a recorder. The Speaker is in charge of conducting all business and recognizing speakers for and against the bills. The recorder reads all bills to the group and tallies all votes taken. When all bills have been considered, have a class discussion on which parts of the Congress probably paralleled reality and which deviated and why. Appropriate costumes, signs and posters of the era will add to the fun.

UNIT XVI

CONSUMER LAW

Objective:

To familiarize students with the kind of information a consumer needs in order to make intelligent decisions in the marketplace and to teach them to do the following:

1. To analyze statements
2. To apply criteria
3. To clarify values
4. To define terms
5. To interpret labels and seals
6. To decide responsibilities
7. To evaluate laws
8. To recognize fraudulent claims
9. To predict consequences

Vocabulary:

consumer sovereignty	warranty	deceptive practices
false advertising	caveat emptor	truth-in-lending
legal recourse	legal safeguards	oral vs. written contract
express vs. implied contract	branch of contract	comparative shopping
government regulation		

Activities:

1. Discuss the following concepts:
   a. Consumer spending requires thought and planning.

b. Consumers should compare prices and quality before spending.
c. Most impulse buying is unwise.
d. Consumers may assert their rights when spending money.
e. The consumer has the right to be informed.
f. The consumer has the right to safety in products.
g. The consumer has the right to choose.
h. The consumer has the right to be heard.
i. The consumer must be wary of free goods or services.
j. A guarantee is no better than the seller.
k. A bargain can be expensive.
l. Ignorance of the law is no excuse.
m. Your credit rating is valuable; protect it.
n. Legislation passed to deal with one historical period may not be suitable for another.
o. Competition promotes innovations in products.
p. Advanced technology, by providing greater choice in the marketplace, complicates decision-making for the consumer.

2. Analyze and discuss case study booklets from CTES "Consumer Law" kit.

3. "What Should the Government Do About Consumer Protection" — Synopsis pamphlet. Analyze and take a stand on the need for consumer protection.

4. Investigate a consumer protection agency and tell how it protects the consumer.

5. Filmstrip — "Let the Buyer Beware" — Singer
   a. Discuss three basic kinds of consumer fraud.
   b. List a number of buying practices which can help consumers avoid fraud and deception.
   c. Discuss how advertising influences consumer purchasing.
   d. Give your own personal definition of the term "fraud."
   e. Discuss the difference between misleading and fradulent advertising. Give examples of each.
   f. Discuss the ways a buyer can admit fraud on a seller.
   g. A store window sign advertising a television set states, "Top quality condition! No money down! Five dollars a week!" What should you know about the set, the loan contract, and the seller before you consider buying this item?
   h. Discuss the kind of risk you are taking if you buy a used car which is plainly marked "as is."

6. Collect a group of newspaper and magazine clippings concerning local or federal government actions taken against specific instances of consumer fraud. From these articles prepare a report on the ways in which government acts to protect the consumer.

7. Prepare a report on the subject, "Advertising is Beneficial to the Nation and the Individual Consumer."

8. Collect ads from newspapers and magazines. Make a list of terms that are used to sell each product. Then tell whether you think the ads are misleading.

9. Find an ad showing credit terms given. How much does the interest add to the cost of the product?

10. Decide on several products that you would like to buy. Then research different brands by checking in consumer magazines. Which brand and model would you buy? Why?

11. Draw a cartoon strip showing a poor buying practice and another one showing a correct way to buy.

12. Construct a crossword puzzle or a "Seek and Find" using at least ten consumer law terms.

13. Role-play the following scenes:
   a. You are returning a defective product to the store where you bought it.
   b. A store repossessed your television when you didn't make the last two payments.

c. You discovered the odometer had been altered before you bought a used car.
d. You go to a store as a result of a bait and switch ad.
e. Your friend is accused of shoplifting while shopping with you.

14. Choose a product produced by several manufacturers, such as an iron, clock, car, lawn mower, etc. Compare the warranty coverage and reliability of the merchant selling the product. Answer these questions:
    a. What is guaranteed—parts, the whole product, certain performance features?
    b. Who makes the guarantee—seller, manufacturer, serviceman?
    c. Against what is the product guaranteed—material defects, performance failure, breakage?
    d. What does the guarantee promise—repair, replacement, money back, coverage of parts and labor costs, shipping charge?
    e. How long is the guarantee effective?
    f. What must you as the buyer do to benefit from the guarantee?
    g. What is the seller's policy regarding guarantees and customer satisfaction?

15. Find several advertisements that refer to guarantees on products or services. Analyze them in terms of the following:
    a. Information provided.
    b. Readability and clarity.
    c. Additional information required to evaluate the product and guarantee.

16. "Truth in Advertising" - Simulation Game from Social Education, March, 1975.

17. "Consumer Redress" - Simulation Game from "Consumer Law" Kit, CTES.

18. Film—**Consumer Resource Kit.**

Materials and Resources:

1. **Learning to be a Better Buyer** — Laidlaw.
2. **Consumer Rights and Protection** — Laidlaw.
3. **Young Consumers** — West.
4. **Knowing How To Budget and Buy** — Accent.
5. **"What Should the Government Do About Consumer Protection"** — Synopsis.
6. "Consumer Reports".
7. **Our American Economy** — Harcourt.
8. **Economics For Our Times** — McGraw-Hill.
9. **Law and Consumer** — Houghton-Mifflin.
10. "Let the Buyer Beware" — filmstrip by Singer.
11. "Consumer Law" Kit — Changing Times Education Service—Law Focus.
12. Consumer Resource Kit — 26 minute, Law Focus Office.
13. "Buyers Beware" — Law Focus Office.
14. State Department of Consumer Affairs.
15. Jim Barnett — Oklahoma Attorney General's Office.

UNIT VI

JUVENILE LAW

Objective:

To enable students to do the following:

1. To discuss the pros and cons of having a separate court system for juveniles.
2. To learn what procedure is involved when a juvenile is accused of committing an offense.
3. To learn what due process means for juveniles.
4. To discuss the pros and cons of trial by jury for juveniles.

Vocabulary:

child or juvenile	delinquent child	offense
rehabilitation	dependent or neglected child	jurisdiction
juvenile court	child in need of supervision	juvenile code
due process		

Activities:

1. Reading research by students about the history of the juvenile court, i.e., Illinois juvenile law, 1899; Missouri Juvenile Court System, 1903; Oklahoma Juvenile Code.
2. Discussion regarding the early need for separate courts and detention centers for juveniles; felonies committed by juveniles; treatment for dangerous juveniles, etc.
3. Use of a continuum, for example:

   Draw a line on the chalkboard or tape a line on the floor and label the two ends as such:

Separate Facilities Treatment	x	Same Facilities Treatment

   Have students indicate their stand on separate facilities treatment for juvenile delinquents by placing their initials somewhere on the line or by standing somewhere on the line. (No one may take a middle stance.) Ask the students to explain why they chose their particular point on the continuum. Allow free and open discussion among the students.
4. Discussion/lecture on juvenile court procedure. The chart, on page 69, **Youth and the Law** might be used as an aid. Also, the teacher might visit the juvenile judge in his/her county to discuss court procedure.

Vocabulary:

intake	adjudicatory hearing	juvenile shelter/juvenile bureau
station adjustment	dispositional hearing	probation
detention hearing	committed/commitment	custody
petition	certification	

5. Community involvement - Invite any or all of the resource persons to visit the classroom and talk on the suggested topics or ones that seem to fill a "need." (Resource persons list is at end of unit VI.)
6. Role play - Have students construct a situation involving a juvenile offense. Make a list on the board of all the players. Students should choose their roles and begin the play. Roles can be traded at any time to give more students the opportunity to play.

Discussion at the end of the play on how each student felt, what the class observed, and whether justice was sustained, etc.

7. Field trip - Visit a juvenile court, shelter, bureau, detention center, police station, etc. Discuss upon return what the students observed. (The teacher might provide the students with a list of things to observe during the trip.)

   If a field trip is out of the question, you might have JDs come to the class, such as those from the Speck Home in Oklahoma City.

Vocabulary:

due process of law
notice of charges
right to counsel
right to confrontation and cross-examination
privilege against self-incrimination

8. Hand out copies of the 14th Amendment to the students. Discuss its meaning. Relate the history of the 14th Amendment and Due Process for Juveniles.
9. Case study - in re Gault (1967)
   a. Have copies of the Gault Case given to students with only the facts told. **(Supreme Court and Contemporary Issues.)**
   b. Make a list of the facts as supplied by the students.
   c. Have the students make a list of unfair things that took place in the case.
   d. Discuss questions relating to:
      (1) Right to a lawyer for juveniles
      (2) Parents lack of notification of their child's arrest
      (3) Absence of witness at hearing
      (4) Privilege against self-incrimination (5th Amendment)
      (5) Placement in a detention home
      (6) Length of commitment to a detention home
   e. Hand out information regarding the Gaults' appeal to the Supreme Court of the U.S.: its decision, majority opinion and the dissent.
   f. Discuss how this case was a landmark for juveniles' right to due process of law.
   g. A juvenile lawyer might be brought in to further discuss in re Gault, due process, and new break throughs for juveniles.
10. Discuss whether juveniles should be entitled to a trial by jury.
    a. During the discussions with the teacher, judge, lawyers, counselors, police, etc., students should record opinions regarding jury trial for juveniles.
    b. Divide the class into two groups or more according to those who favor jury trials or are against jury trials for juveniles.
    c. Brief students on the procedure involved in a debate (you might have the English teacher instruct a unit on debate or have the speech teacher come into the class and discuss debate.)
    d. Have the students take charge of the teams, research, etc.
    e. Debate the question.
    f. Evaluate the debate: Did either side win? What did you learn? Would you request a jury trial? Why? or Why Not?
11. Discuss crimes often linked with juveniles.

Vocabulary:

trespassing
curfew
public disorder
runaway
possession of drugs
drinking under age
interfering with police
status offense
profanity and obscene gestures
joyriding
shoplifting

12. Discuss the above vocabulary: the definition, the offense, the punishment, etc. (A juvenile counselor and/or police officer might visit the class and lead the discussion.)

13. Discuss whether certain laws for juveniles are unconstitutional, for example, laws regarding curfew, or runaways.

    Note: Certain laws on the books that pertain to juveniles only are called Status Offense — an act which is illegal for a juvenile but not for those who are of legal age (18).

14. Discuss what rights students have at school as guaranteed by the U.S. Constitution and Supreme Court Cases.

Vocabulary:

suspension	"minimum due process" before being suspended
student files	disruptive activity
dress code	

15. Have the superintendent or principal discuss the school's authority and responsibility.

16. Discuss the Lopez Case.

17. Have principal or attorney come to call and discuss suspension regulations.

18. Investigate what type of dress code your school has. Discuss the meaning behind the rules.

19. Discuss: When does freedom of speech become disruptive conduct? (A role play could be created to show students how disruptive conduct interferes with the rights of others.)

20. Discuss with the aid of the principal and/or librarian why locker checks are necessary.

21. Devise a set of rules and regulations regarding behavior in your classroom. Allow students to make rules and punishments. (Don't be afraid, they will probably be more strict than you ever thought about being. HAVE FAITH!)

22. Discuss how changes can be made in your school. The following might be helpful:

Do's

A. You can exercise free speech.
B. You can assemble peaceably and petition school authorities for redress of grievances.
C. You can decide which clothes you wear.
D. You can grow your hair long.
E. You can sue school officials if they violate your constitutional rights.

Don'ts

A. You can't slander, use obscene language, or incite others to break the law.
B. You can't act in a manner that would disrupt the school.
C. You can't break nudity laws or wear distracting garb.
D. You can't break safety or health laws.
E. You can't take the law into your own hands.

Invite a lawyer who works for the Civil Liberties Union to talk about changing the school regulations.

23. Role play an incident involving crime. Use the same students, but reverse the roles at intervals.

    Example:

    Crime - theft of a bicycle

    Players: Youth - owner of a bicycle
    Youth - thief
    Youth - witness
    Police - arresting officer

    Evaluate the incident. For example: Players should relate their feelings as the parts were reversed. Class should discuss what they learned. Did anyone change his ideas about his responsibility to others?

24. Have victims of crimes (these may come from your class) relate their stories. Discuss.

25. Have police come into the class and discuss proper procedure for reporting a crime, identifying a suspect, etc. Have the mayor or other community officials discuss why we need people to help identify and report crimes.

Resource People:

juvenile judges	juvenile counselors	juvenile delinquent
community lawyers	mayor	police
superintendents	city counsel people	principals
other teachers	probation officer	

Field Trips:

courtrooms	police station
juvenile shelters/bureau	detention centers

UNIT XVIII

ECONOMICS OF CRIME

Objective:

To enable the student to do the following:

1. Identify the causes of crime
2. Identify various types of crime
3. Demonstrate the cost of crime on the local, state, and federal levels
4. Recognize that cost of crime includes cost to the victim, cost of prevention, cost of adjudication, and cost of correctional institutions.
5. Demonstrate a variety of viewpoints in arriving at alternative solutions to the crime problem.
6. Suggest social and economic reforms for the cost of crime.

Vocabulary

incarceration	capital punishment
crime	deterrent
adjudication	victimless crime
assault	white collar crime
battery	HOPE
misdemeanor	felony
victim compensation	penal

I. Introductuion to the Economics of Crime

Objective:

To acquaint students with a variety of crimes, their causes, and cost.

A. Pretest — not to be graded (See Appendix XIV).

B. Newspaper Analysis

Each student is to bring fifteen newspaper or magazine articles relating to crime. There should be five local, five state, and five national stories. Each day the student should fill out an information sheet. (See Appendix XIV). On the fifth day, there should be a general discussion of the students' findings. (See Appendix XV). After discussion, each student is to write his own definition of "crime."

C. Bulletin Board (Optional)

Some students may wish to create a bulletin board exhibiting their findings from Activity B.

D. (Optional) Have each student choose one crime with which he is familiar. The student then should follow the crime to its resolution. A report should be written describing the crime, the criminal, the victim (if there is one), and the legal action taken.

II. Causes of Crime

Objective:

To help students understand not only that there are numerous reasons for committing a crime but also that, before our society can deal effectively with the rising crime problem, we must recognize the cause of crime.

A. Who commits the crime?

Given a description of various crimes and suspects, the students will choose individually one suspect they think is most likely to have committed the crime. (See Appendix XIV.) Students should write their reasons for choosing their suspect. Discussion.

B. Reading, Bill of Rights Newsletter, pp. 3-6, Spring 1973. Students should take notes on the reading. Discussion.

C. Filmstrip, "The Fight Against Crime."

D. Reading, "Causes of Violent Crimes" (See Appendix XVII). Discussion.

E. Students and teacher should compile a complete list of all the causes of crime mentioned in each activity. Students should keep this list for future use.

F. (Optional) Individually or in groups, students should choose what they believe to be the five most significant causes of crime in America.

III. Cost of Crime

Objective:

To provide students with information concerning the financial burden that crime imposes on society.

A. Divide the class into three groups to investigate and research, and make hypotheses about the cost of crime in your local area, in the State of Oklahoma, and in the United States.

Each group should investigate the following problems:

1. How does crime affect the victim economically
2. What is being done to prevent crime, and what is the cost to the individual and to society?
3. Since criminals must be prosecuted, what is the cost of the judicial system?
4. How much does it cost to rehabilitate or incarcerate a criminal?

Students should be prepared to make an oral presentation. The local group should be due first, with state and national following. The teacher may use discretion when allotting research time. Thorough discussion should follow each report.

Note: Helpful Hints for This Activity:

1. Interview local sheriff, highway patrol, deputies, police officers.
2. Construct a survey to find out crime prevention techniques used in the local community. (Ex: deadbolt locks, burglar alarms, watch dogs, project ID, etc.)
3. Interview city or county treasurer to determine how much money is spent on the police force (salary, uniforms, automobiles, etc.).
4. Interview district attorneys, lawyers, judges, county clerks, etc., to find out court costs, salaries, and cost of juries.
5. Find out the jailer's salary and the cost of maintaining a prisoner in jail for one week or longer.
6. Write the Department of Corrections for information on the total cost of our penal system.
7. Interview victims of crime to determine their personal cost. (cost of lawyer, insurance, items stolen, etc.)
8. Contact for information the FBI, U.S. Attorney General, National Council on Crime, Department of Justice, Federal Prison and Reformatories.
9. Tour a jail in areas where possible.
10. Organize to help neighbors put identification marks on their possessions.

B. Read "The Economics of Crime Prevention: **The Economics of Public Issues,** p. 114.

Suggested discussion questions:

1. What were the three general areas of law enforcement discussed in the reading?
2. Why were all three of these areas considered as part of the economics of crime?
3. What ideas concerning the economics of crime prevention were discussed?
4. With which of these do you agree? Why? Disagree? Why?
5. In New York City, if a man commits a felony, he faces less than 1 chance in 200 of going to jail. Why?
6. Is it economically feasible to correct this problem? How?
7. What is the relationship between prison terms and crime prevention?
8. Of the three areas of law enforcement discussed, which one do you think should receive the most economic resources? Why?

C. Have the students read "Senior Scholastic," April 23, 1973, pp. 3-8 and 10-11. Then have the students complete the chart, (See Appendix XVIII).
Discuss.

D. Guest Speakers

To reinforce this unit, invite speakers from your community who have experience with the topic. Speakers can be interspersed throughout the unit or invited as a panel including representatives from the press, law enforcement agencies, the courts, and attorneys to get a cross section of viewpoints about the problem.

Have students write a critique evaluating the various viewpoints expressed by the panel members.

E. Fieldtrip: Police Department
Criminal Court
Municipal Court
Juvenile Court
County Jail

F. Divide the class into groups. Have each group make a pamphlet, scrapbook, newspaper, or newsletter describing what its members have learned about the economics of crime. They should include information from their reports, readings, speakers, and fieldtrips. They can include articles, cartoons, pictures, charts, etc.

IV. Crime Control

Objective:

To provide students with a variety of viewpoints to arrive at alternative solutions to the crime problem.

A. State Senate Committee on Crime Control Simulation

Time Required: 2 hours

Cast of Characters: 6-8 members of Senate Committee
2-3 prison directors
2-3 police officers
2-3 judges
2-3 members of local organized citizens' groups
2-3 scientific researchers
2-3 members of HOPE
2-3 citizens favoring victim compensation
2-3 businessmen
2-3 educators

The government has allocated $35 million to be used for the control of crime in Oklahoma. The Senate Committee on Crime Control has absolute power as to how the money will be distributed.

Each description is only a suggestion. Students should decide their own arguments and present their own plan. You must decide your own identity, for example, a small town senator who favors strong police control.

The Committee: You are to elect a chairman to conduct this hearing. You may decide the order of presentations and are permitted to ask questions of people speaking before the committee. You must decide who gets the money. It may be distributed in any way you deem feasible.

Representatives from the state prison: Your prisons are in a state of chaos. There have been recent riots and parts of your prison have been destroyed. You are understaffed. You favor a strong work and rehabilitation program but you have insufficient funds. Thus, you must present a plea to the senators describing your present conditions and indicating why strengthening the prison system will help reduce crime. Devise your own arguments.

Police Officers: You have been elected by your local police union to represent them at this hearing. You believe the money should be spent on more patrolmen, cars, dogs, etc. Devise other arguments showing why the money should go to you.

Judges: You are to persuade the senators that the judicial system would be more successful if there were more courtrooms, etc. Present these and other arguments.

Local Organized Citizens: You want the committee to allocate the money to local communities because each community has different problems with crime control and, therefore, the individual community needs to solve its own problem.

Scientific Researchers: You believe there has not been investigation into the crime problem, and, therefore, you believe there should be an in-depth study before any money is allocated. Devise other arguments to support your position.

HOPE (Help Our Prisoners Exist): You favor putting money into your organization to help ex-convicts find jobs and reestablish themselves into society. You are certain there will be less recidivism if money is given to your group. Devise other arguments.

Citizens for Victim Compensation: You believe that too much concern is given to the criminal and there should be more for the victim. In a criminal case, since there is no way to recover financial damages, the state and the criminal, therefore, should pay the victim.

Businessmen: You believe the state should provide you with burglar protection devices to prevent crime, etc.

Educators: Select teachers, curriculum consultants, etc., who believe education is the key to crime prevention. Money is needed to expand classroom facilities and hire more teachers. Divide the class into groups. They have 15 minutes to prepare a five-minute presentation. Each group should present its arguments without interruption. The senators may ask questions at the conclusion of each groups' statements. The senate committee will then decide how best to spend the money.

B. Have each student write a paper explaining his suggestions for social and economic reforms in the area of crime.

V. Evaluation

A. Post Test

Same as pre-test, not to be graded. Pass back to students their pre-test so that they may evaluate their own change of attitudes and knowledge after being exposed to the unit of study. Allow discussion to determine what attitudes changed and why. Also allow the students to keep their copies of the test since this is a self-evaluation.

B. Test

The teacher may wish to devise a test according to the information which was covered during the unit.

UNIT XIX

CORRECTIONS

Objective:

To enable the student to do the following:

1. Identify various ways societies have dealt with people who have violated accepted standards of society.
2. Provide historical examples in the evolution of correctional institutions.
3. Discuss and identify types of correctional institutions, both state and federal.
4. Explain several theories and systems of punishment.
5. Clarify one's own feeling on treatment of prisoners.
6. Demonstrate an awareness of the rights of prisoners.
7. Analyze types of correctional procedures that might bring about change in prisoners.
8. Identify the functions of the Pardon and Parole Board.
9. Describe the responsibilities of the Oklahoma State Department of Corrections.
10. Define and explain the implications of recidivism.
11. Compare different types of programs used to reform criminals.
12. Discuss what is meant by rehabilitation.
13. Describe the need for correctional instructions.

Vocabulary

penal reform
parole
pardon
recidivism
incarceration
rehabilitation
correctional institutions
revenge
Community Treatment Centers
diagnostic centers
offenders
Pardon & Parole Board
community supervision
probation
suspended sentence
deferred sentence
parole officer
parole advisor
work-release
study-release
deterrent
punishment

Activities

1. Brainstorming:

Note: This technique should be used at the beginning of this unit to discover what the students already know about the types of punishment used for those people breaking the norms of society, both past and present.

Divide the class into groups of five. Have each group appoint a secretary. They are to think of as many punishments as they can within 3 minutes. At the conclusion of the brainstorming session, the teacher should use an overhead projector or the blackboard to list the types of punishment which come from the various groups.

2. Reports on the past:

After the brainstorming, the teacher should assign reports for researching of the various punishments. Reports should include the following list and any other ideas that came from activity 1. All reports must be due on a specified day. Divide the class into small groups. Within the groups, every student is to share the most interesting and informative parts of his reports with the others. Afterwards, a spokesman from each group will report to the entire class the major points which were brought out by the group members. Discussion should follow.

Suggestions for Reports:

The Code of Hammurabi
Dr. Guillotine
Instruments used in early American punishment
Roman punishments (Crucifixion, stoning, etc.)
Penal codes before 1815
Prison colonies used by major powers (i.e., Georgia, Australia)
Debtors prison
Dorothea Dix
Indian methods of punishment
Jewish concentration camps & treatment of war criminals
Read & report on **Man Without a Country**
The Bastille
Alcatraz
Read & Report on **The Scarlett Letter**
Pictures/drawings of historical prisons/jail
Pictures/drawings of instruments of punishment
Quakers - first prison
History of the electric chair
Religious punishments - excommunication, etc.
Read and report on **Papillion**

3. Discussion:

Class will divide into groups of 5 students to discuss questions which require more thought than actual factual data. Each group will select a spokesman and possibly a reporter to record ideas expressed. After 5 minutes of discussion on each question, each group will report their conclusions to the class and hear how conclusions differ from group to group.

a. In our opinion, what method of punishment discussed in class was the most effective? Why?
b. Many of these punishments seem cruel and inhumane today. Why is that so? Were they really cruel?
c. Were these punishments better for preventing crime than methods used today? Explain.
d. In the past, punishment of prisoners was viewed as punishment for the guilty and a warning to others; thus hanging and beheading were often public. Do you think punishment should be administered publicly today? Explain.

4. Reports on the present:

Note: Because of the vast amount of material to be covered in this area of prisons, the teacher may wish to assign the following reports in order to get a more complete picture of the penal system.

Suggestions for Reports: local city jail (types of offenses, conditions, length of stay, etc.)

County Jail (same as above)

Statistical report on city jail (breakdown by race, sex, age, offense, sentence, and prior convictions)

Statistical report on county jail (same as above)

Cook County Jail
Leavenworth Federal Prison
San Quentin Federal Prison
Alcatraz
Sing Sing Prison
Interview an ex-convict
Research the Attica Prison Riots, 1971
Women in Prison
McAlester State Prison Riot, 1973
Interview a National Guardsman that was sent to the McAlester riot
"The Hole," McAlester State Prison

5. **Institutions**

a. Teacher will make a reading list on the theories of incarceration. Discuss.

b. Invite a speaker from the Oklahoma Department of Corrections to further explain these theories and to indicate upon which theory Oklahoma's penal system is based. Have the speaker discuss the system as it is set up in Oklahoma, and possibly compare our system with that of another state.

c. Annual Report, Department of Corrections

Note to Teacher: The teacher must write to the Department of Corrections for a copy of the latest Annual Report. This is free, and possibly a class set could be provided. This should be used as the main resource material for this section.

Note: The manner in which the material is to be covered in the manual can be determined by the individual teacher. This factual information is necessary for a complete understanding of Oklahoma's Correctional Institutions.

6. **Prison Life**

a. Simulation (see Appendix XIX)

b. Readings

To cover this subject more thoroughly, the teacher may wish to locate readings or information on topics such as racial tension in prisons, problems with homosexuality, etc.

Example: "Arkansas Prison Farm"[1]

Discussion Questions:

(1) What types of punishment were described?

(2) Do you feel that this particular prison is unique in its treatment of prisoners? (Note: investigations at McAlester concerning hosing, gassing, etc.)

(3) What is the "one-day wonder treatment?"

(4) Could any of this be considered "cruel or unusual" punishment?

Discussion should follow after students have read the material.

c. Records (optional)

Have students locate various phonograph records that deal with prisons and the feelings of prisoners. (Examples: "Folsum Prison Blues," by Johnny Cash, numerous songs by Joan Baez, etc.) Play these records in class. The class may wish to devise a chart to use while listening to the songs, showing the name of the song, name of the artist, message, feelings, etc.

7. A field trip to the local city or county jail should be arranged. If possible, students should be allowed to view the inside of a cell, question the officers or guards on duty, etc.

8. **Rights of Prisoners**

a. A speaker from the American Civil Liberties Union should be invited to speak to the class about this topic and to share information with the students about what is currently being done in this area.

[1]Nichols C. Chriss, "Arkansas Prison Farm": New Chapter in Horror, **The Nation** (January 10, 1972), pp. 49-50.

b. Supplementary material for this topic may be obtained by writing for a copy of this booklet: (Cost: 95¢)

The Rights of Prisoners #83
ACLU
22 East 40th Street
New York, New York 10016

9. **Pardon and Parole Board Reference for this Activity: Annual Report, Department of Corrections.**

a. The students should become familiar with the functions of the Pardon and Parole Board, probation officers, and the prerequisites necessary for parole. The teacher may present this factual information in any manner of his choosing.

Pardon and Parole Board (See Appendix XX)

The purpose of this simulation is to illustrate the difficulties involved in recommending prisoners for parole with a limited amount of time and information.

Instructions:

Divide the class into groups of five. Each student should have a copy of the game. Students should come to a unanimous decision within approximately twenty minutes on the eight inmates they wish to parole. The class should come together, and the eight selected from each group should be listed on the board. If possible, try to reach a class consensus.

Discussion should follow. The teacher will want to emphasize the following points:

1. Was there any one particular factor that affected your decision (age, sex, race, degree of violence involved in the crime, etc.)?
2. What other information would have been helpful in making your decision?

10. Have students research readings/statistics on recidivism rates in the United States.

11. Reform

The crime rate is rising; recidivism is increasing. Past attempts at reforms have failed to make any significant change in the problem. Therefore, the President of the United States has authorized a Commission to determine and implement any plan that shows the greatest possibility for preventing criminals from ever harming society again. Five members of this commission will make the final decision. The rest of you were appointed by the commission to research the problem and make recommendations based on your findings. Since there is a definite difference of opinion, your job is to convince the commission that your plan is the most effective way to deal with criminals.

Note: Divide the class into six groups. Give the groups approximately twenty minutes to devise arguments supporting their positions; after that time, the class will meet as a whole, and each group will be given the opportunity to speak. You may wish to have poster paper for those groups wishing to make signs. After all arguments have been presented, have the members of the commission put their desks in the center of the room; the rest of the class will form a circle around the commission. The class should not be allowed to interfere while the commission is making its final decision.

Instructions to the Commission:

You have been selected by the President to act as the final authority on the decisions about the prison system in the United States. You should select a chairman and a secretary. While the other groups are meeting, you must decide on the order and length of each presentation. (We suggest five minutes to each group without interruption.) It is your responsibility to ask questions of each group following each presentation. If time permits, however, you may wish to allow questioning by the others. After hearing from all groups, allow time for further discussion, questioning and clarification. Your final responsibility is to reach agreement on the plan which shows the most promise for, and benefit to, society.

Instructions to Group for Rehabilitation:

Your group favors complete rehabilitation of all inmates. Every inmate is capable of becoming a useful and productive citizen if the right programs are available to him. Therefore, you favor the following:

conjugal visitation rights	recreational programs
work programs	social workers
educational programs	on-the-job training
psychiatric care	behavior modification

Devise arguments to persuade the commission that this is the best way to alleviate the problem of prisoners.

Instructions to Group for Isolation:

Your group favors severe isolation and removal of all convicted criminals from society. Once a person has been identified as harmful to society, he should then be removed from that society and never be given an opportunity to hurt society again. (Use the high recidivism rate as a point of argument.)

Suggestion:

Put all criminals on one island so that they can harm only each other.

Argument:

Knowledge of total isolation as a sentence for a crime would act as a deterrent to the rest of society as well.

Instructions to Group for Punishment:

Your group favors severe punishment for criminal acts, believing that if a person suffers severely for his crime, he will be less likely to return to prison. Your group also advocates the return to public humiliation as a deterrent to crime. Public hangings, flogging, use of stocks, etc., should act as a deterrent not only to the criminal but also to society as a whole. You must persuade the committee to reinstate public punishments.

Instructions to Group for Medical Experimentation:

Your group supports the theory that criminals should repay society by being used for medical experiments. Medical research could progress more rapidly with the use of humans as subjects for experiments. German medical knowledge brought forth many breakthroughs in the treatment and cause of disease and in the development of organ transplants by using human beings in Jewish concentration camps. Putting criminals behind bars is not sufficient to repay society for their criminal actions. Develop your arguments to convince the committee to accept this theory for the reform of prisons.

Instructions for Group for Compensation and Public Works:

Your group favors and supports the theory of repaying society by working for the public good and, at the same time, repaying the victim or victim's family for crimes committed. Building highways, sanitation work, construction and other jobs of manual labor are suggested as possibilities; while working, should convicts be paid a minimal amount to be used for compensating their victims. These jobs would only supplement the regular work force and not take away jobs from the labor market. Devise arguments to influence the committee to support your theory.

12. One or more representatives from the following groups should be invited to explain the current ideas involved in penal reform. If speakers are not available, have the students write for information from the following agencies:

    CREO — Council for the Resocialization of Ex-offenders
    CAPE — Committee Against Prisoner Exploitation
    HOPE — Help Our Prisoners Exist
    Senate Penal Reform Committee
    Community Treatment Centers

Note: The teacher should devise some form of evaluation to check the students' understanding of the material presented in this unit.

Materials and Resources:

1. **Crime and Justice, Justice in Urban America,** Houghton Mifflin, 1970.
2. Fraenkel, Jack R., **Crime & Criminals,** Prentice Hall, 1970.
3. Clark, Ramsey. **Crime in America, Observation on its Nature, Causes, Prevention and Control.**
4. McCuen, Gary E., ed. **America's Prisons, Correctional Institutions or Universities of Crime.**
5. Annual Report, Department of Corrections, State of Oklahoma
6. "The Role of Law in a Free Society and the Rights and Responsibilities of Citizenship," a Curriculum Guide. The Missouri Bar, University of Missouri, Columbia, Mo.
7. Film: **Consequences for the Convicted.** Guidance Associates, Pleasantville, New York, 10570.

UNIT XX

TORT LAW

Goal:

To develop an understanding of civil law with regard to torts, negligence and liability.

Objectives:

1. A **tort** is defined as a violation of a person's rights which results in either injury or damages. Some of the most important individual rights protected by law include the right of personal safety, the right of property ownership, and the right of reputation. For example, a person has a right to drive his car on the highway and not be injured by someone else driving another car. If an injury of this type occurs, the action brought for recovery is called a tort.
2. When a person harms another individual or his property, the person causing the injury is generally required to pay money to the injured person.
3. Even if a person did not intentionally harm another person or his property, he is still responsible for damages.
4. Negligence is defined as the failure to exercise ordinary care. A person who causes harm because he was negligent (careless) is responsible for damages.
5. In Oklahoma if the injured person is negligent (careless) and contributes to his own injury, his damages may be reduced or he may not be entitled to any damages at all. e.g., if injured person is 25% at fault, he is entitled to 75% of his damages.
6. If a person acts in self-defense, generally he is not responsible for injuries inflicted upon another person.
7. An adult owes special duties in the protection of children.

Activities:

1. Filmstrip — "I'll Sue" — Eyegate
   a. What is Civil Law?
   b. What can an individual do if he feels he has been unfairly dealt with?
   c. What are contracts?
   d. What is a tort?
   e. How is a dealer or manufacturer liable for the performance of his products?
   f. Who is responsible for damage done in an accident?
   g. What can you do to protect your name?
   h. What is libel?
   i. What is slander?

j. How can an individual get protection from a nuisance?
k. What can you do if you do not receive fair employment?
l. What protection do you have against false arrest or other violation of your rights by the police?
m. What is a patent?
n. What is the losing party in a civil suit liable for?
o. What is a counter suit?
p. Why do people not file nuisance suits?
q. How is a decision made in a civil case?
r. What would life be like without Civil Law?

2. **Landlord and Tenant,** pp. 47-55.
   a. What must be proved against a defendant to prove negligence?
   b. Is an oral promise binding?
   c. Why is a "waiver of tort liability" not always upheld?
   d. When does contributory negligence not allow a defendant to recover damages?
   e. How fully should a tenant be required to report dangerous conditions in his own apartment to the landlord in order to be free of contributory negligence?

3. **Law and the City,** pp. 45-49.
   a. What facts were necessary to prove Bungle at fault?
   b. What facts were necessary to prove actual damages?
   c. How would a jury decide on the amount of money awarded for pain and suffering?

4. **Law and the Consumer,** pp. 75-90.
   a. What can a buyer do if a seller breaks his contract?
   b. What can a seller do if a buyer breaks his contract?
   c. Why do we have wage assignment laws? Do you think they are fair?
   d. What are some good provisions for a wage assignment law?

5. Using the dictionary or other resources, match each of the following words to its definition:

1. tort	A. Ask the court to decide a dispute
2. compensation	B. tries disputes over property
3. dispute	C. to "get" someone for what he did to you
4. negligence	D. disagrees
5. liability	E. carelessness
6. retaliation	F. civil harm
7. breach	G. tries violations of the law
8. civil court	H. to disregard a contract or agreement
9. criminal court	I. responsibility
10. sue	J. money award to damaged person

6. Choose 2 cases from the following pages. State the facts of the case on your paper. You be the judge. Who do you think was at fault? Would you have awarded damages? If so, how much?

7. Role-play the following situations and ask the class to decide if these disputes can be solved without going through the legal process:
   a. Jones has stolen Smith's watch and sold it to Clark who innocently believed it was Jones' to sell. Jones is nowhere to be found, and now Smith and Clark lay claim to the watch. (Rule: A thief cannot pass title.)
   b. Green and White have had a head-on collision in which each was seriously injured and had hospital bills of $10,000. Each honestly believes the accident was caused by the other's presence on the wrong side of the road and should be paid for by the other. (Rule: If a person's negligence causes injury to another, he must compensate him for the harm.)
   c. Jackson has an agreement with Washington that requires him to build a house. The contract requires "standard quality workmanship." A week after Washington moves in, the area suffers the worst rain in 50 years; a cellar wall cracks. Each, Jackson and Washington, believes that under their agreement the other should bear the expense of repairing the wall. (Rule: When one fails to perform his promise under a

contract, he must put the other party in the position he would have been in if the promise had been performed.)

Materials:

1. Filmstrip — "I'll Sue" — Eyegate
2. **Landlord and Tenant** — Houghton-Mifflin
3. **Law and the City** — Houghton-Mifflin
4. **Law and the Consumer** — Houghton-Mifflin
5. Tort Cases

Mock Trial:

1. Girl slanders another in a note written to a 3rd party.
2. Fence built over boundary line.
3. Student shoots paper wad in class and injures another student's eye.

UNIT XXI

DUE PROCESS OF LAW

Objective:

To develop an understanding of attitudes toward authority and problems of police work, and show how the rights of an accused person are protected and necessary in our adversary system of justice.

Note: The student will understand the following concepts at the conclusion of this unit:

1. Police are a symbol of authority.
2. Police perform many social services.
3. Police work is often routine and frustrating.
4. Police often arrest only the most obvious violators.
5. A police officer has a keen power of observation.
6. Police officers are human - with personal problems, prejudices, and human frailties.
7. Police work involves good public relations.
8. Police must have probable cause to conduct a search.
9. A search must be reasonable.
10. The exclusionary rules prohibits illegally obtained evidence being used against the defendant.
11. Modern technology used in surveillance may infringe a person's right to privacy.
12. A defendant has a right to counsel.
13. An accused has the right to confront his accuser.
14. The defendant has a right to due process of law.
15. The defendant has the right to face witnesses.
16. The defendant has the right to an impartial jury.
17. The defendant has the right to an impartial judge.

18. The defendant has the right to a public trial.
19. The defendant has the right to a speedy trial.

Vocabulary:

justice
due process
counsel
impartial
jury
judge
trial
rights
authority
juvenile law
crime
power
punishment

Activities:

1. Attitudinal survey of authority and police. (See Appendix XXI.)
2. Continuum game on police. (See Appendix XXII.)
3. Scholastic Scope Kit - "Law: You, the Police, and Justice"
4. Police Patrol game. Speaker from Police Dept. to observe Police Patrol game and speak on jobs a policeman does and student attitudes toward police. Also have policeman discuss requirements for becoming a police officer.
5. "Search and Seizure" and "Fair Trial" filmstrips
6. Attitudinal surveys
7. Examine case studies
8. Discuss due process (Appendix XXIII.)
9. Examine roles of trial participants.
10. Mock trial (Materials available at the Law-Focused Curriculum Office)
11. Film - "Under Arrest"
12. In addition to mock trial of Goldi Locks and Jack and Jill, the topic can be changed to fit the subject of the course, such as:

    Scope unit
    Aaron Burr
    Sierra Club
    N. Carolina vs. Edwards
    Nader vs. Gen. Motors
    Civics
    American History
    Geography
    Economics
13. Attitudinal survey of police—discuss changes since beginning of unit.

Materials:

1. Scholastic Scope Kit - Law: You, the Police, and Justice, State Adopted.
2. Police Patrol game - Law Focus
3. Survey
4. Continuum
5. Interview/judge on record—from Scope kit
6. "Search and Seizure" and "Fair Trial" Kits - Xerox

7. **Law and the City** - Justice in Urban America series
8. Mock Trial brief form

UNIT XXII

COURTS

Objective:

To enable the students to do the following:

1. To identify the means by which the legal processes in the United States aid in solving societal problems and protecting individual rights.
2. To identify the jurisdiction operation, and function of each level of courts within the judicial system.
3. To distinguish between civil and criminal cases.
4. To determine the role of each participant in both criminal and civil cases.
5. To recognize that citizen participation within the judicial system is an important part of our democratic system.

Vocabulary:

counsel	issue	cross-examination
civil case	voir dire	damages
criminal case	sequestering	deliberations
appellate	change of venue	direct examination
jurisprudence	bail	felony
defendant	plea bargaining	instruct
prosecution	double jeopardy	lawsuit
plaintiff	habeas corpus	misdemeanor
bailiff	arraignment	mistrial
certiorari	admissible	oath
jurisdiction	appeal	parties
evidence	attorney	public defender
preemptory challenge	client	subpoena
challenge for cause	closing argument	trial
verdict		

Activities:

1. Reports/Projects.

   (Note: This background is necessary for comprehension of the total unit; therefore, the teacher should be flexible in deciding how to distribute the following information. Copies of an organizational chart for the state and federal courts should be located and distributed to the class, and the students given an opportunity to familiarize themselves with their organization and channel of appeals for the two court systems. The teacher should then go over these charts with the students to insure that the class understands the process involved.)

   The following is a suggested list of special reports or projects to be completed by the students to further their understanding of the court system.

   Questions which have occurred up to this point could be answered by assigning reports or projects.

   a. Grand jury

   b. Municipal court system

c. Supreme Court (how many justices, where it meets, how often, cases heard, etc.)
d. Supreme Court justices (qualifications, selection, term, etc.)
e. John Marshall
f. Earl Warren
g. Small claim court
h. Detailed chart of federal court system
i. Detailed chart of state court system
j. Courts (For the following, find out how many courts there are, how many justices serve on each bench, how justices are selected, types of cases heard, where the court meets, etc.)
   (1) Federal courts of appeals
   (2) Oklahoma State Supreme Court
   (3) Federal district courts
   (4) Oklahoma Court of Appeals
   (5) Oklahoma Court of Criminal Appeals
   (6) Oklahoma state district courts
   (7) Special courts (tax, probate, domestic, juvenile, etc.)
k. Courtroom procedure of the trial of the Chicago 8 (Chicago 7)
l. **Illinois vs. Allen**
m. **Feiner vs. New York**
n. **Gideon vs. Wainwright**
o. **Marbury vs. Madison**
p. **Gitlow vs. New York**
q. **Schenck vs. United States**
r. **Betts vs. Brady**
s. **Shepard vs. Florida**

2. Students should maintain a scrapbook containing articles of interest from magazines and newspapers reflecting the workings of the court system in the state and in the nation. The students should keep articles separated into three different categories with the following information for each category:
   a. Cases at the original trial level.
      Information to be supplied:
      (1) state court or federal court
      (2) civil or criminal case
      (3) major participants in the case
      (4) basic information or facts of the case
   b. Cases in the various appeals courts.
      Information to be supplied:
      (1) name of the appeals court
      (2) state court or federal court
      (3) civil or criminal case
      (4) major participants in the case
      (5) basic information or facts of the case
      (6) previous court or courts where case has already been heard
      (7) grounds for appeal of the case
   c. Supreme Court Cases.
      (1) major participant in the case
      (2) basic information or facts of the case
      (3) previous court or courts where case has already been heard
      (4) grounds for appeal of the case
      (5) social significance of the case

Note: This activity could be used for on-going current events and/or as a project to be turned in at the completion of the unit.

3. Since a visit to an actual courtroom trial can prove to be an invaluable experience, arrangements should be made through the District Attorney's office to provide students with this field experience. Also each student should be provided, prior to the court visit, with a court questionnaire that will provide guidelines for specific observations that are to be recorded by the students during court proceedings. After the courtroom visit, the teacher should follow the activity with a discussion of what the students have observed.

   Sample questions:

   a. Did the appearance of any of the participants seem to have any effect on the jury?
   b. Why did the lawyers object to certain statements, questions, etc.
   c. Did the jury seem to be paying close attention?
   d. Did the make-up of the jury seem to favor either the prosecution or the defense?
   e. Would you say that the members of the jury were "peers" of the defendant?
   f. What other information about the case would you have liked to have had but was not brought out?

Note: Many teachers find it helpful to divide the class and have them attend several different courts in order to compare their experiences and thus grasp a broader understanding of types of cases and courts.

4. At this point in the study of courts, it would be beneficial to bring in a speaker to clarify some of the processes in the judicial system and answer questions that the students might have up to this point. The following are suggested topics and possible speakers:

   a. Invite a lawyer from the courtroom visited during the field experience to answer questions about the case observed.
   b. Ask a local attorney or judge to explain the jury selection process, special courts, and the appeals process.
   c. Invite the court reporter, court clerk, bailiff, or court administrator to discuss their various jobs.
   d. Have the students invite a speaker to discuss a topic of interest about courts, trials, etc.

5. The purpose of a mock trial is to allow the students to experience the roles of the participants and procedures used during a trial. Appendix #5 gives the teacher a variety of methods which can be used in the classroom when using the mock trial as a learning experience.

6. The class may develop and stage an incident to be brought to trial.

7. The class may wish to re-enact a well-known trial.

   Examples:

   a. **Edwards vs. South Carolina (Vital Issues of the Constitution)**
   b. Chicago 7 Conspiracy Trial
   c. The trial of Angela Davis

8. Do some research and try Lee Harvey Oswald.

   Most of the learning from a mock trial comes from its debriefing. For a guide to stimulate discussion, see Appendix VI.

9. The study of an actual court case is one of the most effective ways to demonstrate the workings of our judicial processes. By tracing the events which surrounded the **Sam Sheppard Case,** students should be able to see the importance of the safeguards of the constitution in protecting individual rights all the way from the original trial through the appeal process to the Supreme Court.

   a. Film: **Free Press vs. Fair Trial: The Sheppard Case**
   b. Discussion - The teacher should formulate a discussion which will demonstrate how and why a case moves through the judicial system under the appeals process.

      Be sure the class discussion includes the following points.

      (1) Facts of the case
      (2) Issues involved

(3) Legal background of the case
(4) Contentions of both parties
(5) Supreme Court decision
(6) Social significance of the case

10. Evaluation (See Appendix XXIV.)

References and Resources:

Films:

Basic Court Procedure (B&W 10 min.) Coronet
Shows function of the courts

Storm Over the Supreme Court Part 1 and 2 (B&W 51 min.) McGraw/Hill
Historic moments in the life of the court

Supreme Court (B&W 18 min.) Encyclopaedia Britannica Film
History and function of the court

Free Press vs. Fair Trial: The Sheppard Case (Color 27 min.)
Study of the trial of Dr. Sam Sheppard, 1954

References and Materials:

Ruth Brinde, **All About Courts and the Law,** Random House, 1964.

Anthony Lewis, **The Supreme Court and How It Works,** Random House, 1966.

Charles N. Quigley, **Your Rights and Responsibilities As An American Citizen.**

Robert Ratcliffe, **Vital Issues of the Constitution.** Houghton Mifflin Co., Boston, 1971.

UNIT XXIII

POST-TRIAL

Objective:

To familiarize the student with incarceration procedure and to develop an understanding of the following attitudes toward the need for penal reform:

1. Post trial action is subject to the discretion of court and correctional personnel.
2. Modern prisons have a dual purpose — to punish and to rehabilitate.
3. Parole and probation, as a part of the rehabilitation process, aid the lawbreaker in resuming a normal role in society.
4. Many communities are inadequately equipped to handle the problems of the parolee or probationer.

Cognitive Objectives:

1. Explain why society places a lawbreaker in an institution.
2. Determine what considerations should be given when sentencing lawbreakers.
3. Compare the advantages and/or disadvantages of a suspended sentence, probation, and parole.
4. List arguments for and against capital punishment.
5. Determine what types of restrictions are placed on people convicted of a crime, i.e., the parolee and ex-convict.
6. Draw some conclusions regarding penal reform.

Affective Objectives:

1. As a result of a pre/post attitudinal survey, the student will critically examine his beliefs regarding punishment and rehabilitation.
2. As a result of participation in activities, the student will demonstrate a respect for the opinions of others.

Activities:

1. **Pre-survey**

   Bill of Rights Newsletter, Spring 1975

   Students answer the attitudinal survey questions and then make a large chart from newsprint or butcher paper to tabulate the scores of the class. Point out variations in the opinions and ask for explanations from students of why they answered as they did on certain questions. The class will stress differences, seek judgements, and clarify any misunderstandings of questions.

2. **Reasons for Imprisonment**

   a. **Wollensak,** "The Price You Pay for Crime," teaching tape and worksheet. This worksheet and tape have a short pre-listening quiz that examines the student's beliefs regarding the price of crime.

   The tape reinforces the idea that society places a penalty on crime and leads the student to make some decisions about such penalties. The tape also emphasizes education as the solution to crime and challenges the student to appreciate his educational opportunities.

   b. **Justice in Urban America: Crime and Justice**

   Assigned reading, pp. 22-28.

   Debrief: Be sure students understand the five reasons for imprisonment. Examples could be given of each reason to aid understanding. Seek opinions on the death penalty (yes or no). If enough interest is shown, arrange a debate and assign research for additional information.

3. **Sentencing**

   a. **Crime and Justice** (continued).

   Assigned reading, pp. 28-30.

   Debrief: Point out factors judges use to tailor a sentence to fit the crime. Read the cases of Karl Keepers and Granville Grabbers (page 29). Students assume they are the judge. Though the state punishes theft up to 7 years, the judge can also hand down a suspended sentence or a probationary sentence. Both Karl and Granville are convicted of theft; the class, on paper, should fix a sentence for each man. In each case, the students must write their reasons. Discuss some of the sentencing and reasons. Be sure students can justify their sentencing. Students should know the difference between a suspended sentence and a probationary sentence.

   b. **Bill of Rights Newsletter,** Spring 1975

   The sentencing game: the students work in groups and study probation reports. Role-players recommend to the judge a sentence for the convicted person. Judge studies all data and makes a decision. Five cases are available for study. These are actual cases, and the game gives the actual results for comparisons.

   Debrief: Students should be given the opportunity to air their views of the harshness of the actual sentence and the adequacy of sentencing choices.

4. **The Prisoners**

   a. Xerox: "The Penal System"

   Assigned reading, pp. 5-8.

   The student should do the following:

   1. Recognize why many crimes go unreported.
   2. Learn the citizen's responsibility in reporting crime.
   3. Learn the meaning of recidivism.
   4. Make judgments about reasons for recidivism.
   5. Seek some solutions to recidivism.
   6. Justify his own definition of a criminal.
   7. Identify the typical prisoner.

After dividing the class into small groups, give each group a sheet of newsprint and a marking pen. Using information about reading assignments, the groups should draw a composite picture of the typical prisoner (age, sex, race, education, etc.). Compare work and discuss **why.**

b. **Walt Disney:** "Prisons, Parole, Probation"

This filmstrip examines the historic role of punishment in established societies. It explores various theories and practices that have been propounded for dealing with those who have broken the law. A post-viewing True and False quiz is provided in teacher's booklet.

c. Crime and Justice, continued

Assigned reading, p. 31.

Students should do the following:

1. Learn what parole means.
2. Know the regulations a parolee must follow.
3. Judge which regulations seem most likely to help the parolee become a useful citizen.
4. Make decisions regarding fairness or unfairness of regulations.
5. Determine why the state requires the parolee to obtain permission before changing jobs.

d. Lincoln Filene: The Parole Board activity

Assuming they are members of the parole board, students select from a list of twelve candidates eight to be paroled — justifying their actions.

e. Bill of Rights Newsletter, Spring 1975

The Parole Board Game: This is a role-playing simulation which allows the student to experience a parole board hearing. Debriefing exercise provided in the game. (The game requires two class periods.)

f. Resource person

Invite a juvenile probational counselor or a parole officer to visit the class. Before the visit, have the students write two or three questions they want to ask the visitor. Categorize these questions and number them. Return the numbered questions to the students on the day of the visit. When you call for questions by number, the students then ask their questions. Additional questions prompted by answers may be allowed, if time permits. (It is helpful to give the visitor a copy of the questions prior to his visit.) Seat students and the visitor in a circle. This provides a talking-together atmosphere rather than a lecture.

Debrief: Ask students to express their ideas of the work of the officer, something they learned, and their feelings about the visitor.

5. **The Ex-Convict**

a. **Crime and Justice** Continued

Assigned reading, pp. 33-35.

Students should learn to do the following:

(1) Realize the problems an ex-convict encounters on the "outside."
(2) Know those laws regulating employment of ex-convicts.
(3) Make value judgments about the fairness of these regulations.
(4) State personal feelings regarding an ex-convict.

b. **Scholastic Search,** October 10, 1974, "Interview with an Ex-Con"

Reading this article reinforces the student's feelings regarding an ex-convict and his problems in re-entering society.

c. **Orbit Magazine,** April 10, 1975, "Outside After 14 years"

This is a story of a prisoner in the Granite Reformatory, who is soon to be released on parole after 14 years.

Students should learn:

(1) Location of Oklahoma State Reformatory

(2) Problems an ex-convict can expect to encounter "outside."

(3) The most essential needs of an ex-convict if he is to make it on the outside.

6. **Reform**

a. **Scholastic Search,** October 10, 1974, "Women in Prison"

This role-playing activity stimulates discussion of the following:

(1) What is life like in a prison for women?

(2) What kinds of women are sent to these prisons?

(3) Do the prisons help them prepare to return to normal life?

(4) In what ways does prison life harm women?

(5) Are there ways to deal with women criminals other than to send them to prison?

b. Simulation of Prison Life

Divide class into groups consisting of prisoners and guards. Guards draw up a set of rules for their prisoners. (Some examples can be found in Spring 1975 **Bill of Rights Newsletter** "The Prison Experiment.") Announce to class that tomorrow the classroom will become a prison. Each prisoner will be assigned to guards and cells, and the rules drawn up by the guards will be enforced. Students are to bring nothing to class.

Preparation of classroom:

Mark off with masking tape cells 9' x 6' (as many as possible or as needed). Block off sections for a bed, table, two-drawer cabinet, toilet and sink. Students are placed in the cells and may sit on either the bed area or the open area. Guards are placed outside and enforce the rules. An activity in the cells might be letter-writing. Prisoners are allowed to write letters to friends. Give a time limit. The prisoners watch as guards censor the letters.

Debrief: Give the prisoners plenty of time to express how they felt about the cells, rules, and guards. Give suggestions for change.

c. **KWTV-TV** formerly **WKY-TV** "Still Got Life to Go," film rental.

After viewing the film, divide class into small groups. Each group makes a list of the specific responsibilities of the correctional system such as providing justice, work training, basic students are to rate the Granite Reformatory according to their list. Ask for recommendations for change. Compare lists, and discuss differences. Brainstorm on what is needed to bring about change, such as public opinion, money, legislation.

7. **Post/Survey test** (See Evaluation.)

Give again the pre-test and compare class scores, before and after. Discuss reasons for change of opinions, if any.

Vocabulary

Ex-convict
General deterrence
Individual deterrence
Inmate
Parole
Probation
Recidivism
Rehabilitation
Sentence
Suspended sentence

Evaluation

Teacher-made objective test

Test:

Matching

1. To impose punishment on a lawbreaker
2. To make punishment severe enough that the person will not want to commit the crime again
3. To prevent from committing a crime because of fear of the consequences
4. To help the criminal to solve his problems and train him to reenter society
5. To repeat criminal acts and return to prison

A. General deterrence
B. Rehabilitation
C. Individual deterrence
D. Recidivism
E. Sentence

---

6. To allow a convicted person to serve out his term in society under supervision
7. To set a sentence aside, pending the good behavior of the convicted person
8. To release a convict from prison before his sentence is completed and to supervise his outside activities

A. Suspension
B. Probation
C. Parole

Multiple Choice

9. The Oklahoma State Reformatory for adult males is located at: (a) McAlester; (b) Helena; (c) Granite; (d) Edmond

10. Which of the following is NOT a restriction of a parolee? (a) can't associate with other ex-convicts; (b) can't own or handle firearms; (c) can't drink liquor; (d) can't get married.

11. Which of the following is NOT a theory for imprisonment? (a) general deterrence; (b) protection from society; (c) revenge; (d) individual deterrence.

12. The judge considers many factors including past records before sentencing. This statement is (a) true or (b) false.

13. A person who has served out his time in prison and is released to society is referred to as (a) an ex-convict, (b) an inmate or (c) a parolee.

15. Prisoners are offered benefits to help prepare them for the outside world when their sentence is completed or they are granted parole. Which of the following is an example of such benefits? (a) completing high school education, (b) getting married, (c) learning a trade, (d) all of these or (e) a & c are correct.

16. To say that a person should be sent to prison to "Pay his debt to society" is to (a) suggest rehabilitation, (b) seek revenge, (c) parole him, or (d) put him on probation.

17. The high rate of recidivism indicates which of the following? (a) most prisons rehabilitate the criminal, (b) prisons result in more crime and more time behind bars, (c) people who serve time in prison learn their lesson, or (d) people never get out of prison.

18. A place for a parolee or ex-con to stay between prison and the outside society until he can adjust is called (a) a half-way house, (b) a community home, (c) a reform school, (d) the county jail, or (e) Berry House.

19. In a jury trial the judge may decide which of the following? (a) guilty, (b) not guilty, or (c) the sentence.

True or False

20. All crimes committed in the United States are recorded and end in the arrest and conviction of the lawbreaker.

21. Judges do not use any criteria in setting a sentence: they just rely on their personal feelings about the accused.

22. Parole and probation are the same thing.

23. A professional person such as a doctor or lawyer must give up his license to practice if convicted of a serious crime.

24. Most people are anxious to help an ex-con re-adjust to society.

25. Prison, parole, and probation make up the American correctional system.

Key

1. E	6. B	11. B	16. B	21. F
2. C	7. A	12. A	17. B	22. F
3. A	8. C	13. A	18. A	23. T
4. B	9. C	14. B	19. C	24. F
5. D	10. D	15. E	20. F	25. T

Short Question

Give students an essay type question based upon a statement (for example, "Gun Control and Registration is Needed to Reduce Crime"), so that students have a chance to agree or disagree with the statement, offer their evidence, and summarize their remarks. The essay is not to be graded on which opinions students believe but rather on how well they "worked out" those opinions.

UNIT XXIV

CAN WE BUILD A BETTER AMERICA?

Objective:

To provide opportunities for the students to clarify what individual rights and freedom have been, are, or should be and enable them to do the following:

1. To think rationally about his individual freedom.
2. To develop respect for the beliefs of others.
3. To improve skills of categorizing and ranking.
4. To acquire confidence in expressing beliefs in a variety of ways.
5. To increase understanding of constitutional freedoms.

Activities:

1. On a handout sheet, numbered from 1 to 20 and bearing this heading **These are My Most Valuable Freedoms,** ask the students to list 15 or more of his most valuable **freedoms.**
2. Ask students to go to the chalk board and list as many different kinds of freedoms as the other students can provide from their lists.
3. Have students discuss the reasons for valuing each of the freedoms listed on the chalkboard. (From the freedoms you have listed, which do you consider your most valuable? Why do you value them?)

4. Next, have students form small groups of 5 to 7. Each group is to select what it believes to be the 10 most important freedoms and rank them in order of value to the group. Each group's ranked list is put on the chalk board for comparison. Each group reports the reasons it had for its ranking order.

5. Each group will categorize its list of freedoms under the headings: **Economic, Political, Social, Religious,** etc. Each group will report the categories under which the first four of its ranking of freedoms appear.

6. Each group will compare its own list of freedoms with those given in the Bill of Rights and Amendments XIII, XIV, XV, XIX, and XXVI.[1] Each group will report the results of this comparison.

   Discussion:

   Are there freedoms which are not listed in the Bill of Rights, Amendments XXIII, XIV, XV, XIX, and XXVI, but which should be?

7. The teacher will place a ten-foot strip of masking tape on the floor. The student will relate the concept of "freedom" to censorship in this way:
   The teacher will select 10 students and instruct them to place themselves any place along the tape. Point out that one end of the tape indicates **No belief in censorship of any kind** and that the other end indicates **Belief that every communication must be censored.** The students will place themselves at any position along the line where they feel most comfortable. Then each participant tells a fellow participant why he has chosen his position.

   The participating student who has been told will then report the reason to the class as he has understood it. (This activity develops listening and verbal skills. It also dramatizes problems in communicating what another person has said.)

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APPENDIX I

OPINION POLL

1. The police should be allowed to enter a suspected criminal's home without a search warrant.
2. Newspapers and magazines should be allowed to print anything they want except military secrets.
3. A person on trial should be required to testify against himself.
4. Some groups should not be allowed to hold public meetings, even peaceful ones.
5. If the government needs property owned by a private citizen, the citizen should be required to give it up.
6. The government should prevent some kinds of petitions from being circulated.
7. Church and state should be separate.
8. Some people should be prevented from making public speeches.
9. Private citizens should not be allowed to own firearms.
10. The freedoms guaranteed in the Bill of Rights should be upheld by the government.

Margaret Caylor — Symbols Unit

APPENDIX II

Song — To the tune: "This Land Is Your Land"
words by Marsha Tatham "These Laws are Our Laws" (from The Reluctant Revolution Unit)

chorus: These Laws are your laws,
These laws are my laws
We help to make them.
We work to change them
Our country needs us
To keep it free and just
These laws are made for you and me.

verse: The polls are open
Let's all be right there
To show allegiance
To our country, let's share
Of our ideas, and our opinions
These laws were made to be obeyed. (Repeat chorus)

APPENDIX III

To the tune of "Yankee Doodle" — words by Marsha Tatham. (from The Reluctant Revolution Unit)

verse: "Laws are for Our Liberty"
In seventeen hundred seventy-six
Our fathers brought this nation
A document well known to us
It's called the Declaration.

chorus: Laws are made for you and me.
Laws are for our Liberty.
Rules were made with us in mind
And so they're very well defined.

verse: And then in 1781
Great men at a convention
Drew up a paper and it stands today
Our Constitution (Repeat Chorus)

APPENDIX IV

OPEN-ENDED STATEMENTS

1. When I think of a policeman, I think of _____
2. Policemen should be _____
3. Police are needed to _____
4. I don't like policemen who _____
5. Policemen usually _____
6. Most policemen treat young people _____
7. Police officers hate _____
8. Without policemen _____
9. Police wages are _____
10. Women police officers _____
11. When I see a policeman, I _____
12. If I were a policeman, I would _____
13. Police should have the right to _____
14. Police should not have the right to _____

Give students the open-ended statements and have them complete each statement. After they are completed, discuss each statement with the entire class. Write the statements on the board, and decide which are most popular with the class and why.

APPENDIX V

Attitude Survey Toward Police and Authority

Instructions: Indicate your response by placing a mark in the appropriate column.

	YES	NO	UNDECIDED
1. The police should have the right to use whatever means are necessary to capture and punish criminals.			
2. Do you think that police like young people generally?			
3. Do you think young people are indifferent to or deliberately rebellious toward authority, including the police?			
4. Do you think policemen are pretty nice guys?			
5. Would you like to be a policeman?			
6. Do you think people would be better off without the police?			
7. Do you think police are criticized too often?			
8. Do you think police give you a chance to explain?			
9. Do you think the police treat all people alike?			
10. Do you think that the police have it in for, or pick on, young people?			
11. Would you call the police if you saw someone breaking into a store?			
12. Do you think criminals usually get caught?			
13. Do you feel that police make unwarranted and unnecessary searches?			
14. Do you feel that generally people are treated fairly in the criminal justice system?			

APPENDIX VI

REPORTS

1. Qualifications (training and education) of police officers.
2. Organization of the local police department — describe the various departments and what and how they do it.
3. Supreme Court cases involving police powers:
   a. Miranda vs Arizona
   b. Mapp vs Ohio
   c. Sherman vs U.S.
   d. Draper vs U.S.
   e. Escobedo vs. Illinois
   f. U.S. vs Mitchell
   g. The Palmer Raids
4. What is the salary range for officers in your local police department? (Capt, Lt. Sgt., etc.)
5. Visit a police station. What goes on? How is it set up? How are people booked? How do they arrange for bail?
6. Interview a policeman. What are his feelings toward his job? (Have the student devise a questionnaire to be given to one or more policemen.)
7. If possible, ride with a patrolman for a period of time. Describe what happened. What were your own feelings?

8. What are the legal rights, responsibilities and limitations of policemen?
9. What is the population and racial composition of the area served by your police department?
10. How many officers are employed and how many officers are on each shift in your police station.
11. Does the racial composition of the police department mirror that of the area it represents?
12. Draw a map of your community illustrating patrol districts and the ratio of the population to each patrolman on duty.
13. Illustrate and describe a policeman's uniform and the equipment that he is required to have with him at all times.
14. Design an attitude survey that will reflect community relations with the police. Give it to 100 people and analyze the results.
15. Write to five major police departments in different cities for information. Compare the departments and their workings with each other and with your own department.
16. Watch ten T.V. shows dealing with law enforcement. Note the positive and negative characteristics. Are the happenings realistic? Was the action taken by officers realistic? How many different situations were observed?
17. Methods of law enforcement in past and present cultures.

APPENDIX VII

LEGAL RIGHTS AND LIMITATIONS: SITUATIONS

1. A policeman receives a report of a burglary in progress in a high-income residential area. When he arrives, two young men are fleeing and the officer can tell they have something in their hands. As they run, he yells for them to halt; one young man drops to the ground, but the other continues to run. As the young man starts to climb a stockade fence, the policeman draws his gun, aims, and fires.

The young man is killed.

a. What other actions could the policeman have taken?
b. Do you agree or disagree with what he did? Why?
c. What legal rights and limitations are involved?

2. Not only has a woman in the neighborhood received threatening phone calls, but attempts have been made to break into her home. A policeman with a police dog has been staying with her in her home in hopes of apprehending the man. Late one evening, a man attempted to gain entrance into the house through a bedroom window. The policeman and dog chased the intruder, but since the law required that the dog be muzzled and the policeman fire wax bullets, the man was able to escape.

a. Were the legal limitations on the police too restrictive? Explain.
b. What are the advantages and disadvantages of requiring wax bullets?

3. The police, who are aware of a known narcotic dealer in the community, have been informed that a large shipment of drugs has been delivered to Mr. Big Dealer's home. They have tried to obtain a search warrant, but the judge has refused. The police decided to go ahead and enter illegally to confiscate the drugs since they felt it was their moral responsibility to keep the drugs off the streets. However, since the police did not have the legal right to enter the home, Mr. Dealer could not be prosecuted.

a. When an officer is aware of conditions which could endanger the community, should he be allowed to go beyond his legal rights to eliminate the threat?

General Discussion Questions:

1. What are certain limitations placed on the actions of those enforcing the law?
2. Should there be stricter limitations placed on police officers? Why?
3. Who should determine police regulations relating to the use of weapons?What should these regulations be?
4. Should there be outside controls on law enforcement agencies?

APPENDIX VIII

MIND WALK

The teacher tells a story and asks the students to raise their hands when the law is involved in the story. The studer are then asked to tell in what way the law is connected to that part of the story.

This is used to illustrate the extent to which law affects our daily lives. Story:

David Bradley (1) is 15 years old. (2) he enjoys nothing more than riding his bike (3) and allowing his dog (4) to follow along. Thursday he started through the park (5) and he met a man who was selling (6) chances (7) to win thousands of dollars in a state lottery. (8) David bought a 25 cent ticket (9) and it turned out to be the big winner. He then bought a car (10) and took his dog for a ride. (11)

1. legal name
2. birth certification
3. bike and traffic laws
4. leash laws
5. public places
6. vending laws
7. gambling laws
8. gambling laws
9. monetary laws
10. laws governing motor vehicles and juveniles
11. laws governing operation of motor vehicles

APPENDIX IX

Story:

When I got up this morning I decided what to wear (1) while I brushed my teeth with the newest toothpaste. (2) While drinking my orange juice (3) and coffee (4), I listened to the radio (5) and let my dogs out for their morning run (6). When the mail arrived (7), I found a number of bills and circulars advertising property for sale (8). Included was a stamp with my name asking for a contribution of $2.00 (9). When I washed the dishes, the water (10) did not have sufficient pressure; so I telephoned (11) city hall.

1. laws against nudity
2. PFDA
3. PFDA
4. import controls
5. federal licensing
6. local licensing and fencing laws
7. federal laws
8. contract law, truth in lending, fraudulent use of the mails.
9. law on unsolicited merchandise
10. municipal services law
11. regulation of public utilities

APPENDIX X

HAND-OUT SHEET "A"

RESPONSIBLE BEHAVIOR BY INDIVIDUALS, GROUPS, AND INSTITUTIONS to SUPPORT INDIVIDUAL FREEDOMS

SECTION 1: By Individuals

SECTION 2: By Groups

SECTION 3: By Institutions

HAND-OUT SHEET "B"

IRRESPONSIBLE BEHAVIOR BY INDIVIDUALS, GROUPS, AND INSTITUTIONS
THAT LIMITED OR INJURED INDIVIDUAL FREEDOMS

SECTION 1: By Individuals SECTION 2: By Groups SECTION 3: By Institutions

APPENDIX XI

HAND-OUT "C"

Should the government assume responsibility (see Appendix) for those in society who

1. have lost their jobs and find they cannot get another?
2. declined medical insurance, or cannot get it, and they face a medical disaster?
3. enter a business venture with their life savings and the business fails?
4. do not earn enough to provide for basic needs?
5. have not saved enough for old age?
6. want to improve their education but cannot because of inadequate funds?
7. are orphaned as children?
8. do not know what foods are healthful and what foods are not?
9. will sign a contract for goods or services but do not understand the terms of the contract?
10. cannot buy a suitable house for their family?
11. need special job training but cannot pay for it?
12. need special medical services but cannot pay for them?
13. are refused job opportunities because of race or sex?
14. need an attorney but cannot afford one?
15. have uninsured goods destroyed by natural disasters?
16. want to practice certain religious beliefs but are stopped by their community?

APPENDIX XII

Teacher's Notes Government Responses to some of the Questions in Hand-Out C

1. Unemployment Insurance
   Social Security
   Food Stamps
   Welfare agency
2. City-County Health Department
   Veterans administration
3. Bankruptcy Laws
4. Social Security Law
   Numerous ways
5. Welfare
   Social Security
6. Government Grants
   Veterans Administration
   Manpower
7. Veterans Administration
   State Agencies
8. County Agent
   Pure Food and Drug
   Health Education and Welfare
   City-County Health Department
9. State Department
   Consumers affairs
   Consumers laws
10. G.I. Loans Urban
    F.H.A. Loans Renewal
    F.H.A. Loans
11. Manpower
    Public Education
    Vo Tech
    Neighborhood Youth Corps
12. Medicine
    City-County Health Department
13. Equal Opportunity Laws
    Civil Rights Legislation
    Executive Orders of President
14. County Legal Society
    Constitutional Guarantee - 6th Amendment
15. Disaster Funds
16. First Amendment

APPENDIX XIII

ATTITUDE SURVEY

Instructions: For each of the following statements, put a check in the column which corresponds most closely with your own opinion.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. Capital punishment should be used as a major prevention of crime.					
2. Criminals should be allowed to work outside the prison.					
3. Police departments should pay higher wages to encourage more qualified recruits.					
4. We would have fewer crimes if our laws were more strict.					
5. The criminal should financially reimburse his victim before he is allowed to be paroled.					
6. The police should catch violent criminals and quit chasing drunks and prostitutes.					
7. It is time we stopped worrying about criminals and showed some interest in the victims; they are the ones who really suffer.					
8. Violence on TV and in movies encourages crime because it seems glamorous and profitable.					
9. Judges do not take enough time to make accurate decisions concerning sentencing.					
10. Too much taxpayers' money is being spent to provide criminals with lawyers, even when they have pled guilty.					
11. A hungry man has the right to steal.					
12. Prisoners are being spoiled by "Holiday Inn" type surroundings.					
13. Money should be spent for rehabilitation rather than punishment of criminals.					
14. Because trial by jury is too expensive and time consuming, guilt or innocence should be left up to the judge as in European countries.					
15. The more money you have, the more likely you are to be found innocent of a crime.					

PRETEST-FACT

Instructions: Place a "T" beside those statements which are true and a "O" beside those statements which are false.

1. The United States has one of the lowest crime rates in the western world.
2. In Oklahoma, there are only five police officers for every 73 citizens.

3. The majority of violent and property crimes are committed by people over 25 years of age.
4. One half of all arrests made in the United States each year are for crimes that have no direct victim (public drunks, addicts, loiterers, prostitutes, gamblers).
5. Blacks earning under $6,000 per year are the most victimized by crimes of violence.
6. More money is swindled from citizens through fraud than is taken from all property crimes (theft, burglary, robbery) put together.
7. Over half of all robberies may be attributed to the need to support a drug habit.

APPENDIX XIV

INFORMATION SHEET

Newspaper:

Date:

Title of Article:

Location of Crime:

Nature of crime:

Number of people involved:

Social and economic status of the people involved:

Probable Cost:

Probable Cause:

Legal Action Taken:

APPENDIX XV

DISCUSSION QUESTIONS

1. How many different crimes did you find?
2. Which ones do you consider violent? Why?
3. How many were victimless?
4. How many involved injury?
5. How many were white collar crimes?
6. Were there any where you felt the offender was justified? Why?
7. What age group committed most of the crimes?
8. Which sex?
9. Which ones do you think cost the most? Why? What costs were involved?
10. Could any of these crimes have been prevented? How?
11. Ask about the information on their information sheet. From your findings and our discussion, can you make any generalizations about crime? (List on board)

APPENDIX XVI

CRIMES AND SUSPECTS

1. After the basketball game, Brad Emel returned to his car to find his tape deck stolen. He called the police, who came and fingerprinted the car. Several sets of prints were obtained, but the police feel only one person committed the crime. In your opinion, who is the most likely suspect?
   a. Mark Ramsey, the son of a rich banker, who has a juvenile record for theft.
   b. Juan "Speedy" Gonzales, highschool dropout who is unemployed, but still has friends in school.
   c. Wendy Wilson, the girl Brad just broke up with who is very upset and wants to get even.
   d. Chris Summers, a casual friend of Brad's who has often admired the tapedeck.
2. One evening, two police officers are called to an open field where the body of an 18-year-old girl has been discovered. She has been dead for three days, and although she was brutally stabbed, she was not raped. Which suspect do you think did it?
   a. Billy Williams, 25, the man she met in a bar and the last person with whom she was seen. When he was with her, he was extremely drunk and he had been known to use drugs.
   b. The "Dare Devil" street gang who had been seen in the vicinity of the bar and who were known to carry knives.
   c. An escaped prisoner who was convicted of assault and battery. He was picked up near the field.
3. At the end of the day, the owner of "Fran's Frocks Dress Shop" discovered that a dress, two halter tops, and a pair of slacks were missing. Below are the suspects. Who do you think did it?
   a. Mary Ann Jakowsky, who lives in the ghetto of this large city.
   b. Mrs. Hollis, who receives AFDC. Her daughter recently won a trip to Washington, D.C., with her D.E. Club and needs the proper clothes.
   c. Susie Chandler, an overweight 10th grader whose mother has recently died.
4. Discussion - Who commits Crime
   a. Go over each situation. The following are suggested questions:
      (1) Why did you choose your suspect?
      (2) What reasons did your suspect have for doing it?
      (3) Did they all have motives for committing the crime?
      (4) What were the reasons given?
      (5) Can you make any generalizations about the causes of crime in our society?

APPENDIX XVII

CAUSES OF VIOLENT CRIME

Violent crime occurs in many places and among all races but we have just shown that it is heavily concentrated in large cities and especially among poor black young men in the ghettoes. We must, therefore, focus on the conditions of life for the youth of the inner-city to find the root causes of a high percentage of violent crime.

Much has been written about inner-city slums where crime and delinquency are bred. Social scientists have analyzed slum conditions and their casual link to crime and violence. In its 1967 Report the Crime Commission described the linkage between violent crime and slum conditions in large cities as one of the most fully documented facts about crime. Referring to numerous studies conducted over a period of years, the Commission found that violent crime, its offenders and its victims are found most often in urban areas characterized by:

low income
physical deterioration
dependency
racial and ethnic concentrations
broken homes
working mothers

low levels of education and vocational skills
high unemployment
high proportions of single males
overcrowded and substandard housing
high rates of tuberculosis and infant mortality
low rates of home ownership or single family dwellings
mixed land use
high population density

Excerpted from President's Commission on Law Enforcement and Administration of Justice, **The Challenge of Crime in a Free Society** (Washington, D.C: Government Printing Office, 1967) p. 35.

APPENDIX XVIII

CHART FOR "SENIOR SCHOLASTIC" READING

Type of Crime	
Causes	
Who Commits	
Suggestions For Control	
Cost (Financial & Psychological)	

APPENDIX XIX

SIMULATION — LIFE IN A PRISON

Note to Teacher: Students must be advised that this activity is voluntary. Any students not wishing to participate should be given the roles of observers. Tell the class that they are going to be prisoners or guards in a simulation activity. They are to bring **nothing** to class (no purses, books, etc.). Classroom should be arranged in this manner: All desks, tables and other furniture should be removed. (Maybe stacked in the hall?) Masking tape cells on the floor (cell size depends on your room). Cells should be as small as possible for each student in a reclining position. A strip in the middle, width of about 1 yard, should be marked off for the guards to patrol the prison. One isolation cell of desks is advisable. Your role as teacher is of an observer only. Let **students** be creative. Choose 5 to 8 guards; be selective.

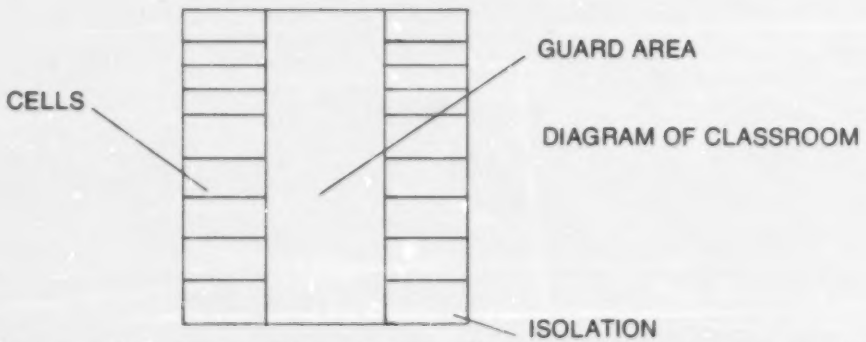

DIAGRAM OF CLASSROOM

To Guards: (5-8)

Your job is to enforce order among the prisoners. Allow no communication between prisoners, no getting out of assigned cells, etc. The prisoners are to sit, stand, or be in a reclining position (but no sleeping). You have full authority to punish, humiliate, ridicule, and harass. Order must be maintained at all cost. Devise punishments that do not injure prisoners: push-ups, sit-ups, standing on one leg, etc. The "isolation chamber" should be used for prisoners who repeatedly disobey.

To Prisoners

You are prisoners in a maximum security prison. Your sentences are severe, and many of you are in this prison for life. There is little chance of parole for good behavior. If you attempt to communicate, the guards will issue punishment. Remember that you have nothing to lose by needlessly harassing the guards. Act your part.

To Observers: (4)

You are to take notes on activities, noticing changes in behavior or anything you see or feel. You will be called on to give a report during debriefing at the end of simulation.

To the Teacher:

Stop the simulation 5-10 minutes before the end of the class period. This is important to find out the student's feelings, to allow the expression of emotions, and to alleviate tension. (This debriefing should continue the next day with the reports of the observers and further discussion.)

Questions for use in debriefing:

1. How do you feel?
2. Is anyone angry? Why?
3. Did you accept your role? Why or why not?
4. How did you feel being a prisoner? guard?
5. Were the guards fair?
6. Were you punished? Why?
7. Guards, did you enjoy your power? Were your actions justified? Were you fair?
8. Do you think prison is like this? Why or why not?

APPENDIX XX

PARDON AND PAROLE BOARD GAME

The prison is already overcrowded, and you must make selections on whom to parole, to make room for the most recent group of criminals.

1. A 65-year-old black male serving time for his third conviction of armed robbery.
2. A white 28-year-old ex-college student, convicted on three counts of assault and rape on coeds at the college he attended.
3. A 36-year-old white male serving time for assault with a deadly weapon on a 19-year-old black male because he said the youth had made indecent advances toward his wife in a restaurant.
4. A 53-year-old white corporation vice president, serving time for embezzlement of over $300,000 to cover gambling debts.
5. A 26-year-old white male, convicted of manslaughter (he killed a 3-year-old child while driving under the influence; his license had been revoked 3 months earlier).
6. A 33-year-old black female, serving time for aiding and abetting an escaped murderer from a state institution.
7. A 23-year-old male Chicano, convicted on 187 counts of receiving stolen goods.
8. A 45-year-old white female, serving time for manslaughter (she killed her husband during a domestic argument).
9. A 58-year-old white male, a pharmacist, serving time for selling dangerous drugs to minors.
10. A 30-year-old black male, convicted on 18 counts of 1st degree burglary.
11. A 24-year-old white female, serving time on a conspiracy charge involving plans to blow up several occupied buildings on the State University campus.
12. A 38-year-old white male, a doctor, convicted of malpractice in a suit which involved the unauthorized administration of an experimental drug on a 2-week-old infant.

APPENDIX XXI

ATTITUDES TOWARD POLICE AND AUTHORITY

1. The police should have the right to use whatever means are necessary to capture and punish criminals (a) Definitely agree, (b) Undecided; probably agree, (c) Undecided; probably disagree, (d) Definitely disagree.
2. Law Officers, like state or local police have no right to be on school property even if there should be disturbances (a) Definitely agree, (b) Undecided; probably agree, (c) Undecided; probably disagree, (d) Definitely disagree.
3. High school students should be permitted to dress in any manner they please, to wear their hair the way they want, etc. (a) Definitely agree, (b) Undecided; probably agree, (c) Undecided; probably disagree, (d) Definitely disagree.

	Yes	No.	Not sure
4. Do you think policemen are pretty nice guys?			
5. Would you like to be a policeman?			
6. Do you think people would be better off without police?			
7. Do you think police get criticized too often?			
8. Do you think police don't even give you a chance to explain?			
9. Do you think the police treat all people alike?			
10. Do you think that the police have it in for, or pick on young people?			
11. Would you call the police if you saw someone breaking into a store?			
12. Do you think criminals usually get caught?			
13. Do you think teachers treat all people alike?			
14. Do you think teachers are pretty nice guys?			

APPENDIX XXII

CONTINUUM

Junior high students want rules and guidelines to live by. ____x____ Junior high students are mature enough to "do their own thing."

Policemen need to be able to use any means necessary to do their job. ____x____ Police should treat each criminal politely & courteously at all times.

Students would be able to make better grades if they were not "hassled" by rules and teachers. ____x____ Routine & order are necessary to provide atmosphere for learning.

Police work can be dull routine and paperwork. ____x____ Police work is daily shootings and excitement.

Anyone who breaks a law should be locked up. ____x____ Circumstances should be considered before sentencing.

APPENDIX XXIII

DUE PROCESS OF LAW REQUIREMENTS

During Arrest:

1. Police must have reasonable evidence (probable cause) that a person has committed a crime in order to arrest him.
2. Police must obtain an arrest warrant before making an arrest unless:
   a. He sees the crime being committed.
   b. Another citizen has seen a serious crime committed.
3. Police may stop a person for questioning if they have reasonable suspicion that a crime is being committed. The person does not have to answer the questions.
4. Police may stop and frisk (pat the outside of a person's clothing) for weapons, but they cannot search his clothing without a warrant.

Getting Evidence:

1. Police must obtain a search warrant before they can search a person, his car, or his residence for evidence.
2. Police must inform an arrested person of his rights before he questions him.

   They are as follows:
   a. The right to remain silent
   b. The right to know that anything he says may be used as evidence
   c. The right to have a lawyer.
   d. The right to know the charges against him.

Preparing the Defense:

1. An accused person has the right to know the charges against him.
2. An accused can pay bail so he can be free to prepare his defense.
3. An accused person has the right to a lawyer to help with his defense. If he cannot afford one, the state will appoint one for him.
4. An accused person has the right to subpoena witnesses who can give evidence on his behalf.

During the Trial an Accused Person:

1. Has the right to a jury trial of unbiased jurors.
2. Has a right to an impartial judge.
3. Has the right to cross-examine witnesses.
4. Does not have to testify against himself.
5. Is innocent until he is proven guilty.
6. Has a right to an open trial.
7. Has a right to a speedy trial.

APPENDIX XXIV

A

Instructions: Place a "T" beside those statements which are true and a "F" beside those statements which are false.

1. Supreme Court Justices must retire at age 65.
2. Everyone has the right to refuse to testify against themselves.
3. The sole function of the judicial process is to interpret the law.
4. The Supreme Court of the United States will hear only the cases it wants to hear, regardless of what issues may be involved.
5. You don't always need a lawyer to represent you in civil cases.
6. Once a decision has been reached by the Supreme Court, it cannot be changed or modified in any way.
7. There are more criminal cases than civil cases before the courts each year.
8. All persons accused of crimes are guaranteed the right to a trial by jury.
9. The state is responsible for the prosecution of criminals.
10. The constitution guarantees that every citizen will have a lawyer when he is involved in a civil case if he so desires.
11. If you are charged with committing a crime, the court which hears the case is located in the city where the crime was committed.
12. The same court can be used for both civil and criminal cases.
13. Juries consist of twelve people.
14. Ninety per cent of those persons sentenced by judges in this country have never been tried by a jury.
15. A person can never be tried twice for the same crime.

B

Instructions: For each of the following statements, put a check in the column which corresponds most closely with your own opinion.

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY AGREE
1. In a court of law, the defendent is always treated justly.					
2. Trial by jury should be abolished.					
3. A person is always considered innocent until proven guilty.					
4. The more money you have, the more likely you are to be proven innocent.					
5. Everyone should be required to serve on a jury at least once in their life.					
6. Courts are too lenient with criminals.					
7. People who have low IQs should not be allowed to serve on juries.					
8. In the United States, every defendant who requests a jury trial is actually tried by his peers.					
9. All judges should be elected by the people they serve.					
10. People who do not agree with the outcome of their trial should only be allowed to appeal their case one time.					
11. The news media should be allowed to cover all trials without restriction because the Constitution guarantees the right of freedom of the press.					
12. Courts usually see that justice is served.					
13. People charged with serious crimes should not be allowed out on bail.					
14. Most trials should take place without a judge since his role is only to umpire the proceedings.					
15. The judicial system in the United States is probably the best system which has ever been developed.					

C

JURISDICTION OF STATE AND FEDERAL COURTS

Distribute a handout of possible civil and criminal cases to be tried in either the federal or state district courts. Students should be able to identify whether the case is civil or criminal, and whether it should be tried in the federal or state district court.

The following are samples of cases which might be given to test the students' own knowledge of the material which was covered in Activity I.

(The teacher should use his own discretion in deciding whether the students' knowledge and understanding is at a level sufficient to proceed to the next activities.)

	CIVIL	CRIMINAL	STATE	FEDERAL
1. theft of a TV from a private residence				
2. assault and battery on a public school teacher				
3. theft of government equipment from TAFB				
4. writing the post office a bogus check				
5. a lady in Tulsa sues a man in Lawton for damages incurred in a car accident				
6. a migrant worker illegally enters the state				
7. stealing a car and driving it across the state line				
8. a student who refuses to abide by the court-ordered busing				
9. suing TWA because it lost your luggage				
10. a man in Texas sues a company in Oklahoma				

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